DOCUMENT RESUME

ED 086 612	SO 006 836
TITLE	Handbook of Evaluated Materials for Secondary Social Studies.
INSTITUTION	Diablo Valley Education Project, Orinda, Calif.; Mount Diablo Unified School District, Concord, Calif.
SPONS AGENCY	New York Friends Group, Inc., New York. Center for War/Peace Studies.; Rosenberg Foundation, San Francisco, Calif.
PUB DATE	Jul 73
NOTE	218p.
AVAILABLE FROM	Center for War/Peace Studies, 218 East 18th St., New York, New York 10003
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Concept Teaching; Conflict; Course Evaluation; *Curriculum Development; *Curriculum Evaluation; *Evaluation; Instructional Materials; Power Structure; Secondary Education; Social Change; *Social Studies; *Summative Evaluation; Textbook Evaluation; Values

ABSTRACT

The handbook contains teacher evaluations of secondary social studies materials used in the Mt. Diablo Unified School District (MDUSD), Orinda, California. The Materials Testing Program of MDUSD is an effort to involve secondary teachers in the process of evaluating social studies materials in certain concept areas: conflict, social change, man's interdependence, power and authority, values, institutions, and self identity. Materials, prescreened first by the Diablo Valley Education Project and then by teachers, were field tested in classrooms. The evaluations on units, games, and multi-media which comprise the major portion of the handbook are edited versions drawn from the original teacher evaluations. Resources through which more information on materials can be obtained are listed. This publication has also been edited into 6 separate guides, any one of which is free; more than one costs $.25. The individual titles are Change, Conflict, Identity, Interdependence, Power and Authority, and Values, all are subtitled Guides to Selected Curriculum Materials on Interdependence, Conflict, and Change: Teacher Comments on Classroom Use and Implementation. (Author/RM)

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HANDBOOK OF EVALUATED MATERIALS
FOR
SECONDARY SOCIAL STUDIES

prepared by the
Mt. Diablo Unified School District
and the
Diablo Valley Education Project
July 1973

SO 006 836

The testing of the materials noted in this Handbook was made possible through a grant from the Rosenberg Foundation, San Francisco, and the work of Diablo Valley Education Project, a cooperative effort of the Mt. Diablo Unified School District and the Center for War/Peace Studies, New York City.

This Handbook is for use in the Mt. Diablo Unified School District. Permission to reprint these materials, in whole or in part, for use elsewhere must be obtained from the Center for War/Peace Studies.

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ACKNOWLEDGMENT

We wish to thank the many teachers who generously gave of their time in evaluating the many materials contained in this book.

STAFF, 1972-73 MATERIALS TESTING PROGRAM

Mt. Diablo Unified School District

Lee Thompson, Consultant, Secondary Curriculum

Diablo Valley Education Project

Robert E. Freeman, Director
George N. Larson, Teacher Associate
Patricia Nyhan, Curriculum Materials Coordinator
Susan Laven, Editorial Assistant
Lois Reid, Editorial Assistant
Alyce Wilke, Clerical Assistant

HANDBOOK OF EVALUATED MATERIALS FOR SECONDARY SOCIAL STUDIES

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Making Value Judgments

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Taking a Stand

Voices for Justice

Youth and the Law

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INTRODUCTION

to the

MATERIALS TESTING PROGRAM

The Diablo Valley Education Project has worked the last several years in concert with the Mt. Diablo Unified School District to provide a vigorous inservice program for the secondary social studies staff to highlight concerns about conflict, social change, and interdependence.

The program has had three emphases during this time. The earliest phase was to sponsor teacher teams to construct curriculum units. Examples of these early units that are available for classroom use are Environmental Issues by Bruce Borad and Dick Fagerstrom; Military Obligation and the Individual by Steve Bischoff, Ron Clark, Bob Daugherty, Ted McKinnon, and Jennie Nevis; and Conflict Spiral by George Larson and Nelson Shelton.

A second, later focus was the presentation of workshops in the spring of 1972 dealing with materials and techniques that would aid teachers in presenting concepts such as conflict, power, and authority. These workshops indicated the need for the staff to examine new materials in a more organized fashion that would provide teachers with a "hands on" experience with these materials.

Consequently, the 1972-73 program was built to meet the curriculum testing need and evolved into the Materials Testing program. This program involved many teachers from across the school district and has been the most successful offering of the DVEP.

DVEP/MDUSD Materials Testing Program

The Materials Testing Program is an effort of the Mt. Diablo Unified School District and the Diablo Valley Education Project to involve secondary teachers in the process of evaluating social studies materials in certain concept areas: conflict (from interpersonal to international), social change, man's interdependence, power and authority, values and the valuing process, institutions, and self-identity. Also the program makes materials available to District personnel with the hope that teachers can learn of valuable new materials and will be able to benefit from the evaluators' experience in using them. Participants in the program have already found the evaluation helpful in making decisions about purchases for the future; we hope that in formal circulation they will be an even more valuable guide.

Overview of the 1972-73 Program

Over 70 teachers (40 intermediate and 31 high school), working in teams in every MDUSD secondary school except the continuation schools, have been involved in testing materials. (See list of participants on the following pages.) Four "site" schools participated more extensively in the program than the others: Loma Vista and Pine Hollow Intermediate

Schools, and Clayton Valley and Pacifica High Schools. Though participants put most emphasis this year on evaluating some 39 curriculum units, they also tested 8 games and 5 multi-media kits.

Several items need further testing, either because teaching time was too short to provide a comprehensive try-out or because too few evaluations were obtained to give a substantive recommendation. There will be an opportunity in the fall of 1973 to test these materials further.

Continuation of the Program

Our 1972-73 experience has shown that a materials testing program can offer real rewards in terms of teacher identification and testing of social studies materials according to criteria agreed upon by District department chairmen:

(1) improvement of District social studies coordination of materials purchases,
(2) strengthened teacher evaluation skills, and
(3) departmental cooperation arising from the joint effort.

The momentum created by this year's program demonstrates that teacher evaluations do get results. For example, several supplementary film and filmstrip resources previewed by participants in connection with curriculum units have been purchased by the District and County media centers as a result of teacher recommendations.

The Mt. Diablo District will continue the Materials Testing Program in 1973-74 as a service to teachers, retaining the key steps involved in such a program:

(1) teachers' choice of materials at inservice workshops,
(2) preparation for teaching materials with the assistance of program staff,
(3) testing, using program-loaned materials,
(4) evaluation in written and oral form,
(5) pooling and dissemination of evaluative information by program staff.

Because a major effort was made during 1972-73 to get caught up with available social studies material, it will be possible to maintain the Materials Testing Program with a smaller budget allocation in the coming year.

1972-73 DVEP/MDUSD MATERIALS TESTING PROGRAM

PARTICIPANTS AND MATERIALS TESTED

SITE SCHOOLS:	MATERIAL TESTED:
Loma Vista Intermediate School	
Jody Bourland	Loyalties: Whose Side Are You On? The Road Game
Katie Chilton	From Subject to Citizen
Carol Gray	Loyalties: Whose Side Are You On? Law: You, the Police and Justice Starpower Values in Action
Roberta Hatlestad	From Subject to Citizen The Road Game
Helen Murphy	Loyalties: Whose Side Are You On? Law: You, the Police and Justice Starpower
*Katy Muus & Marjorie Powell	Law: You, the Police and Justice OXFAM Case Studies of Developing Nations People and Places Earth Island Cooperation Squares Powderhorn Game of Ethics
Ron Redding	Dealing with Aggressive Behavior From Subject to Citizen
Barbara Williams	Loyalties: Whose Side Are You On? Earth Island Values in Action
Pine Hollow Intermediate School	
*Aleta Dunn	Youth and the Law OXFAM Case Studies of Developing Nations From Subject to Citizen
Jack Hubbs	Images of People From Subject to Citizen

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* Department Chairman

DVEP/MDUSD MATERIALS TESTING PROGRAM
Participants and Materials Tested

Jenny Kuenster	OXFAM Case Studies of Developing Nations Images of People Social Change: The Case of Rural China
Jeff McCreary	Man's Economic World Marketplace Railroad Game
Brenda McNeely	From Subject to Citizen OXFAM Case Studies of Developing Nations Images of People
Laura Mori	From Subject to Citizen Social Change: The Case of Rural China
Al Paltin	Dealing with Aggressive Behavior
Marv Tauber	Images of People From Subject to Citizen

Clayton Valley High School

Ron Clark	Crimes and Justice
Lars Ekdahl	Mix Man's Economic World
Marilyn Garvey and Jackie Woodruff	Military Obligation and the Individual The Conflict Spiral The Road Game
Linda Gregoriev and Barbara Stromberg	Social Change: The Case of Rural China Crimes and Justice People of the World: India and Kenya Man in Culture Four World Views
Linda Gregoriev	Man's Economic World CultureContact
*Jack Kennett	Images of People Data on the Human Crisis Age of Megaton
Ernest Spencer	The Conflict Spiral Age of Megaton Starpower

Pacifica High School

Don Guenther	Taking a Stand Cooperation Squares

DVEP/MDUSD MATERIALS TESTING PROGRAM
Participants and Material Tested

Helen Hansen	Dealing with Aggressive Behavior Law: You, the Police and Justice Cooperation Squares Ghetto
*Dolores Hegemann	Taking a Stand
Jim Kroll	Social Change: The Case of Rural China
John Millar and Ron Remington	Dealing with Aggressive Behavior The Conflict Spiral Law: You, the Police and Justice Ghetto The Road Game

NON-SITE SCHOOLS:	MATERIALS TESTED:
College Park High School	
Bruce Borad	Environmental Issues Conflict Unit American Political Behavior
Dick Bristow	Multinational Corporations
Sue Couch	Life Cycle Man's Attitudes
Dick Fagerstrom	Multinational Corporations Environmental Issues Conflict Unit
Concord High School	
Dave Ellick	The Conflict Spiral The Road Game
Sue Ott	Mix Game of Ethics
Carolyn Paxton	Youth and the Law
Mt. Diablo High School	
*Darrell Leckliter	Mix Images of People Simulating Social Conflict
Carol Noble	Small Group Processes

DVEP/MDUSD MATERIALS TESTING PROGRAM
Participants and Material Tested

Pleasant Hill High School

Roy Aaland	Division, Unity and Expansion CultureContact Starpower
*Neil Agron	Simulating Social Conflict Small Group Processes Game of Ethics
Ray Schultz	The Conflict Spiral CultureContact

Ygnacio Valley High School

Jim Adams	Choices Game of Ethics
Ruth Davis	Age of Megaton
Don Gallup	Environmental Issues Conflict Unit
Grace Townley	Multinational Corporations Marketplace

El Dorado Intermediate School

Suzette Ferguson	Crimes and Justice Nations in Action Inquiry Experiences in American History Hiroshima Decision
Nancy Piedmonte	Making Value Judgments
Carl von Rohr	Constructing a Life Philosophy Four World Views Nations in Action
*Sharon Vogt	Man: A Course of Study Four World Views Man in Culture

Foothill Intermediate School

Scott Fitzgerrell	Four World Views
Cissy Hill	Liberals and Conservatives Interaction of Cultures Constructing a Life Philosophy People of the World: India

DVEP/MDUSD MATERIALS TESTING PROGRAM
Participants and Material Tested

Suzi Hunnell	Ecology Controversy
Joan MacLellan	Ecology Controversy People of the World: Kenya
Phil Mast	Nations in Action
Peter Roberts	Dealing with Aggressive Behavior

Oak Grove Intermediate School

John Bedecarre	Voices for Justice Man in His Environment
Nancy Parsley	Dealing with Aggressive Behavior
Walt Perry	Conflict, Politics and Freedom Starpower
Ken Stierna	Data on the Human Crisis Cooperation Squares

Pleasant Hill Intermediate School

*Dorothy Naas	People of the World: India, Kenya

Riverview Intermediate School

Sheila Abdallah	From Subject to Citizen Earth Island
Don Bergamini, Rosemary Kowalski & Myra Redick	Man in Culture People and Places
Myra Redick	Youth and the Law Man: A Cross-Cultural Approach
*Ruby Wilhite	Law: You, the Police and Justice

Valley View Intermediate School

Martha Riley	Voices for Justice
Rita Zwerdling	Simulating Social Conflict Small Group Processes Man's Attitudes Man: A Cross-Cultural Approach

DVEP/MDUSD MATERIALS TESTING PROGRAM

CAUTIONARY NOTE

The evaluation process that led to the production of this book is a novel one. Unlike other evaluation schemes which depend upon the judgments of "outside experts," this process depended upon the decisions of teachers who field tested the materials in their classrooms. There are advantages and disadvantages to this process of teacher evaluation which should be weighed by the reader of this book. To aid this analysis, several facts about the DVEP/MDUSD evaluation process should be known.

1. The materials offered to the teachers in the MDUSD were pre-screened by the Diablo Valley Education Project staff. Many materials were rejected as questionable or unsatisfactory and were never shown to teachers. Consequently, the materials evaluated in this book are not a representative cross-section of what is available in the social studies field.

2. These selected materials were in turn selected by teachers who felt the materials would be stimulating and useful in their classrooms. In other words, the testing teachers were already biased in favor of the materials.

3. The sample of testing teachers for most materials was quite small as the priority for the program was placed on involving many teachers with many materials rather than on having a large number of teachers testing only a few materials. One of the most useful outcomes, beyond the favorable recommendations, was the detailing by individual teachers of ways in which they could tailor materials to meet their own classroom strengths and needs.

4. The evaluations presented in this book are edited versions drawn from the original teacher evaluations. The DVEP editorial staff tried hard to capture testing teachers' agreements and disagreements. It was apparent quite early in the process that we could not include every individual teacher evaluation. If we had, this book would have been three times larger than it is in its present form. The individual teacher evaluations are on file at the DVEP office for anyone who wants to follow up an edited evaluation in this book.

HOW TO USE THIS BOOK

How To Use This Book

HOW TO USE THIS BOOK

STEP 1

Select an appropriate index, found on the pages immediately following:

(A) By Key Concept

(B) By Topic or Process

(C) By Suggested Course Placement

STEP 2

Find interesting titles in the proper evaluation section:

(A) Units

(B) Games*

(C) Media**

STEP 3

Acquire more information on promising materials from one or more of the following resources:

(A) People--Contact the testing teachers who are listed on the Evaluations and Staff Reports.

(B) Files--Copies of teacher guides and student texts are on file in two locations: MDUSD Professional Library, 1936 Carlotta Drive, Concord and the DVEP office, 50 Vashell Way, Suite 300, Orinda.

(C) Original teacher evaluations--Appearing in this book are composite evaluations summarized from several teacher evaluations. If you want to see an original evaluation, consult the files at the DVEP office. Teachers often submitted tests and assignments that are not included in the edited version of their evaluations.

DVEP/MDUSD MATERIALS TESTING PROGRAM

CONCEPT CHART INDEX

AUTHORITY, OBLIGATION, AND POWER

Intermediate	9th Grade I.S.S.	Grades 10-11-12	
Crimes and Justice Dealing with Aggressive Behavior From Subject to Citizen Law: You, the Police and Justice Loyalties: Whose Side Are You On? Voices for Justice Youth and the Law *Ghetto *Railroad Game *Starpower **Hiroshima Decision **Values in Action	Crimes and Justice *Ghetto *Starpower	American Political Behavior Crimes and Justice Liberals & Conservatives Military Obligation and the Individual Voices for Justice *Ghetto *Starpower **Hiroshima Decision	**AUTHORITY**
resources *power* *rules* *rule making* *customs* *tradition* *dissent* *deviant behavior* *polity* *conformity*	*limits* *rights/responsibilities* *political apathy*	*civil disobedience* *application and administration of rules* *revolution* *authoritarianism* *decision making* *brainwashing* *propaganda* *stratification* *political parties*	*DISTRICT CONCEPTS*

* Game
** Multi-Media

DVEP/MDUSD MATERIALS TESTING PROGRAM

CONCEPT CHART INDEX

CHANGE

Intermediate	9th Grade I.S.S.	Grades 10-11-12	
From Subject to Citizen Inquiry Experiences in American History Interaction of Cultures Man in Culture Nations in Action OXFAM Case Studies of Developing Nations People of the World *CultureContact	Man in Culture OXFAM Case Studies of Developing Nations People of the World Social Change: Case of Rural China *CultureContact	American Political Behavior Division, Unity & Expansion Environmental Issues Inquiry Experiences in American History Liberals & Conservatives Multinational Corporations Social Change: Case of Rural China *CultureContact **Age of Megaton	CHANGE
evolution *borrowing* *innovation* *invention*		*economic growth* *revolution* *free will* *predestination*	*DISTRICT CONCEPTS*

* Game
** Multi-Media Kit

DVEP/MDUSD MATERIALS TESTING PROGRAM

CONCEPT CHART INDEX

CONFLICT

Intermediate	9th Grade I.S.S.	Grades 10-11-12	
Conflict, Politics and Freedom Crimes and Justice Dealing with Aggressive Behavior Inquiry Experiences in American History Man's Economic World Voices for Justice *Cooperation Squares *CultureContact *Ghetto *Railroad Game *Road Game *Starpower **Values in Action	Crimes and Justice Data on the Human Crisis Taking a Stand *Cooperation Squares *CultureContact *Ghetto *Road Game *Starpower	Conflict, Politics and Freedom Conflict Spiral Data on the Human Crisis Division, Unity and Expansion Environmental Issues Inquiry Experiences in American History Simulating Social Conflict Small Group Processes Taking a Stand Voices for Justice *Cooperation Squares *CultureContact *Ghetto *Road Game *Starpower **Age of Megaton	CONFLICT
conflict *compromise* *interaction*	*mental and emotional maturing (coping)* *interest identification*	*resource conflict and demand* *decision making* *settlement of disputes* *democracy* *revolution* *prejudice*	*DISTRICT CONCEPTS*

* Game
** Multi-Media Kit

DVEP/MDUSD MATERIALS TESTING PROGRAM

CONCEPT CHART INDEX

IDENTITY

Intermediate	9th Grade I.S.S.	Grades 10-11-12	
Dealing with Aggressive Behavior Making Value Judgments Man: A Course of Study Man in Culture Man's Attitudes *Ghetto	Dealing with Aggressive Behavior Making Value Judgments Man in Culture Man's Attitudes *Ghetto	Constructing a Life Philosophy Images of People Making Value Judgments *Ghetto	**IDENTITY**
internal environment *psychological needs and wants*	*role* *status* *alienation* *position* *leadership* *selection* *adolescence*	*psychological mechanisms* *defense mechanisms* *stereotyping*	*DISTRICT CONCEPTS*

* Game
** Multi-Media Kit

DVEP/MDUSD MATERIALS TESTING PROGRAM

CONCEPT CHART INDEX

INTERDEPENDENCE

Intermediate	9th Grade I.S.S.	Grades 10-11-12	
Interaction of Cultures Life Cycle Man in Culture Man in His Environment Man's Economic World OXFAM Case Studies of Developing Nations People and Places People of the World *CultureContact *Road Game **Earth Island **Man: A Cross-Cultural Approach	Data on the Human Crisis Ecology Controversy Life Cycle Man in Culture Man in His Environment Man's Economic World Mix OXFAM Case Studies of Developing Nations People of the World *CultureContact *Marketplace *Road Game **Man: A Cross-Cultural Approach	Data on the Human Crisis Ecology Controversy Environmental Issues Life Cycle Multinational Corporations *CultureContact *Marketplace *Road Game	INTERDEPENDENCE
interdependence *human beings (man):* *unique and shared characteristics* *culture* *physical environment* *needs and wants* *scarcity* *resources* *land, air, water* *social environment*	*input-output* *exploration* *colonization* *immigration* *race* *ethnic group* *rural* *urban* *urbanization* *habitat* *time*	*ethnocentrism* *cultural relativism* *race relations* *regions* *globalism* *specialization* *internationalism* *industrialization*	*DISTRICT CONCEPTS*

* Game
**Multi-Media

DVEP/MDUSD MATERIALS TESTING PROGRAM

CONCEPT CHART INDEX

VALUES AND VALUING PROCESS

Intermediate	9th Grade I.S.S.	Grades 10-11-12	
Loyalties: Whose Side Are You On? Making Value Judgments Man: A Course of Study **Values in Action	Choices Ecology Controversy Making Value Judgments Mix *Game of Ethics	Choices Constructing a Life Philosophy Ecology Controversy Liberals and Conservatives Making Value Judgments Mix *Game of Ethics **Hiroshima Decision	**VALUES**
	values *norms* *ethics/morality* *normalcy*	*civil rights* *freedom and equality* *secularization*	*DISTRICT CONCEPTS*

* Game
** Multi-Media Kit

DVEP/MDUSD MATERIALS TESTING PROGRAM

TOPICS/PROCESS INDEX

AFRICA

OXFAM Case Studies of Developing Nations: Botswana, Nigeria (Int/HS)

People of the World series: Kenya (Int/HS)

AGGRESSION/VIOLENCE

Dealing with Aggressive Behavior (Int)

Data on the Human Crisis (Int/HS)

Conflict Spiral (HS)

AIR POLLUTION

Ecology Controversy (HS)

AMERICAN ECONOMIC SYSTEM

Division, Unity and Expansion (HS)

*Ghetto (Int/HS)

Man's Economic World (Int/HS)

*Marketplace (HS)

Multinational Corporations (HS)

*Railroad Game (Int/HS)

AMERICAN POLITICAL SYSTEM, CONTEMPORARY

American Political Behavior (HS)

Conflict, Politics, and Freedom (Int/HS)

*Ghetto (Int/HS)

Liberals and Conservatives (HS)

Voices for Justice (Int/HS)

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* Game
** Multi-Media Kit

AMERICAN REVOLUTION

From Subject to Citizen (Int)

AMNESTY

Military Obligation and the Individual (HS)

ASIA

OXFAM Case Studies of Developing Nations: East Pakistan, Korea, Tibet. (Int/HS)

People of the World series: India, Japan. (Int/HS)

BEHAVIOR

Dealing with Aggressive Behavior (Int)

Man's Attitudes (Int/HS)

BUSINESS ETHIC, U. S., DEVELOPMENT OF

Division, Unity and Expansion (HS)

*Marketplace (Int/HS)

*Railroad Game (Int/HS)

CHINA, CONTEMPORARY

Social Change: Case of Rural China (HS)

CHINA, TRADITIONAL

Life Cycle (HS)

Interaction of Cultures (Int)

Four World Views (Int/HS)

COLONIAL PERIOD, U. S.

From Subject to Citizen (Int)

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* Game
** Multi-Media Kit

COMMUNICATION PROBLEMS

*Cooperation Squares (Int/HS)

Small Group Processes (HS)

CONFLICT, NATURE OF

Conflict, Politics and Freedom (Int/HS)

Conflict Spiral (HS)

Dealing with Aggressive Behavior (Int)

Simulating Social Conflict (HS)

CONSTITUTION, U. S.

American Political Behavior (HS)

Conflict, Politics and Freedom (Int/HS)

From Subject to Citizen (Int)

Voices of Justice (Int/HS)

CULTURE/CROSS-CULTURAL APPROACH/CULTURAL RELATIVITY/INTERACTIONS OF CULTURES

*CultureContact (Int/HS)

Four World Views (Int/HS)

Interaction of Cultures (Int)

Life Cycle (HS)

Man: A Course of Study (Int)

**Man: A Cross-Cultural Approach (Int/HS)

Man in Culture (Int/HS)

Mix (HS)

OXFAM Case Studies of Developing Nations. Series titles: Botswana, East Pakistan, Ecuador, Korea, Nigeria, and Tibet. (Int/HS)

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* Game

** Multi-Media Kit

People and Places (Int)

People of the World (Int/HS) Series titles: India, Japan, Kenya, and Mexico.

*Road Game (Int/HS)

DATA RESOURCES

Data on the Human Crisis (Int/HS)

DEPRESSION, U. S. AND WORLD

Nations in Action (Int)

DEVELOPING AND EMERGING NATIONS

Data on the Human Crisis (Int/HS)

OXFAM Case Studies of Developing Nations (Int/HS) Botswana, East Pakistan, Ecuador, Korea, Nigeria and Tibet.

Mix (HS)

People and Places (Int)

People of the World (Int/HS) India, Japan, Kenya and Mexico.

*Starpower (Int/HS)

DILEMMA SITUATIONS FOR VALUE DECISIONS

Choices (HS)

Constructing a Life Philosophy (HS)

*Game of Ethics (HS)

Loyalties: Whose Side Are You On? (HS)

Making Value Judgments (Int/HS)

**Values in Action (Int)

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* Game

** Multi-Media Kit

TOPICS/PROCESS INDEX cont.

DISCUSSION TECHNIQUES FOR CLASS

Taking a Stand (HS)

DRAFT

Military Obligation and the Individual (HS)

ECOLOGY (BALANCE, POPULATION, POLLUTION, RICH/POOR)

Data on the Human Crisis (Int/HS)

**Earth Island (Int)

Ecology Controversy (HS)

Environmental Issues (HS)

Man in His Environment (Int/HS)

ENGLISH BACKGROUND, U. S. HISTORY

From Subject to Citizen (Int)

GEOGRAPHICAL SKILLS

People and Places (Int)

GROUP PROBLEM SOLVING

*Cooperation Squares (Int/HS)

Small Group Processes (HS)

HUNGER

OXFAM Case Studies of Developing Nations. *Botswana*, *East Pakistan*, *Ecuador*, *Korea*, *Nigeria*, and *Tibet*. (Int/HS)

IMPERIALISM, CHINESE AND WESTERN

Interaction of Cultures (Int/HS)

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* Game

** Multi-Media Kit

INDIA

People of the World (Int/HS)

INDUSTRIALIZATION, U. S., 19TH CENTURY

Division, Unity and Expansion (HS)

*Railroad Game (Int/HS)

INFLUENCE AND USE OF POWER, U. S.

American Political Behavior (HS)

From Subject to Citizen (Int)

INQUIRY ACTIVITIES/U. S. HISTORY

Division, Unity and Expansion (HS)

Inquiry Experiences in American History (Int/HS)

INTERNATIONAL SYSTEM

Conflict Spiral (HS)

Environmental Issues (HS)

Man's Economic World (Int/HS)

Multinational Corporations (HS)

Nations in Action (Int)

*Road Game (Int/HS)

*Starpower (Int/HS)

KENYA

People of the World (Int/HS)

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* Game

** Multi-Media Kit

TOPICS/PROCESS INDEX cont.

LANGUAGE ARTS

Choices (HS)

Mix (HS)

LATIN AMERICA

OXFAM Case Studies of Developing Nations: Ecuador (Int/HS)

People of the World: Mexico (Int/HS)

LAW: CIVIL, AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Int/HS)

Environmental Issues (HS)

*Road Game (Int/HS)

Voices for Justice (Int/HS)

LAW: CRIMINAL, AS A METHOD OF RESOLVING CONFLICT

Conflict, Politics and Freedom (Int/HS)

Crimes and Justice (Int/HS)

Law: You, the Police and Justice (Int/HS)

Youth and the Law (Int/HS)

LAW: INTERNATIONAL

Environmental Issues (HS)

LIFE CYCLE

Life Cycle (HS)

Man: A Course of Study (Int)

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* Game

** Multi-Media Kit

TOPICS/PROCESS INDEX cont.

LOYALTY

Loyalties: Whose Side Are You On? (Int)

**Values in Action (Int)

MAN, NATURE OF

Constructing a Life Philosophy (HS)

Life Cycle (HS)

Man: A Course of Study (Int)

Man's Attitudes (Int/HS)

NATIONAL DEFENSE

**Age of Megaton (HS)

Military Obligation and the Individual (HS)

NATIONALISM

Conflict Spiral (HS)

Interaction of Cultures (Int/HS)

Nations in Action (Int)

NUCLEAR POWER CONTROVERSY

Ecology Controversy (HS)

NUCLEAR WEAPONS, USE OF

**Age of Megaton (HS)

Conflict Spiral (HS)

**Hiroshima Decision (HS)

Simulating Social Conflict (HS)

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* Game

** Multi-Media Kit

TOPICS/PROCESS INDEX cont.

PERCEPTION

Conflict Spiral (HS)

Images of People (HS)

Man's Attitudes (Int/HS)

*Road Game (Int/HS)

POPULATION

**Earth Island (Int)

Data on the Human Crisis (Int/HS)

Ecology Controversy (HS)

PROTEST

Dealing with Aggressive Behavior (Int)

RELIGIONS, WORLD: CONFUCIANISM, BUDDHISM, HEBREW, GREEK

Four World Views (Int/HS)

REVOLUTION

*Starpower (Int/HS)

ROLE-PLAYING

Conflict, Politics and Freedom (Int/HS)

Inquiry Experiences in American History (Int/HS)

Law: You, the Police and Justice (Int/HS)

Loyalties: Whose Side Are You On? (Int)

**Values in Action (Int)

Voices for Justice (Int/HS)

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* Game

** Multi-Media Kit

TOPICS/PROCESS INDEX cont.

RULE-MAKING

- *Starpower (Int/HS)
- Voices for Justice (Int/HS)

SOCIAL CLASS

- Images of People (HS)
- Social Change: Case of Rural China (HS)
- *Starpower (Int/HS)

STEREOTYPES

- Images of People (HS)
- Man's Attitudes (Int/HS)

URBAN AMERICA

- Crimes and Justice (Int/HS)
- *Ghetto (Int/HS)

WAR/PEACE

- **Age of Megaton (HS)
- Conflict Spiral (HS)
- Data on the Human Crisis (Int/HS)
- **Hiroshima Decision (HS)
- Military Obligation and the Individual (HS)
- Nations in Action (Int)
- OXFAM Case Studies of Developing Nations. Korea: Aftermath of War (Int)
- *Road Game (Int/HS)
- *Starpower (Int/HS)

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* Game

** Multi-Media Kit

TOPICS/PROCESS INDEX cont.

WORLD WAR I

Conflict Spiral (HS)

Nations in Action (Int/HS)

WORLD WAR II

**Hiroshima Decision (HS)

Nations in Action (Int/HS)

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* Game

** Multi-Media Kit

DVEP/MDUSD MATERIALS TESTING PROGRAM

SUGGESTED PLACEMENT OF TESTED MATERIALS INTO SEMESTER COURSES

AMERICAN GOVERNMENT/INSTITUTIONS/LAW

American Political Behavior

Conflict, Politics and Freedom

Conflict Spiral

Crimes and Justice

Law: You, the Police and Justice

Liberals and Conservatives

Military Obligation and the Individual

Voices for Justice

Youth and the Law

*Ghetto

**Age of Megaton

AMERICAN HISTORY

Conflict, Politics and Freedom
Division, Unity and Expansion

From Subject to Citizen

Inquiry Experiences in American History

*Railroad Game

**Hiroshima Decision

ANTHROPOLOGY

Interaction of Cultures

Life Cycle

Man: A Course of Study

Man in Culture

Mix

*CultureContact

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* Game
** Multi-Media Kit

DVEP/MDUSD MATERIALS TESTING PROGRAM
Suggested Placement of Tested Materials into Semester Courses

ECOLOGY

- Ecology Controversy
- Environmental Issues Conflict Unit
- Man in His Environment
- **Earth Island

ECONOMICS

- Man's Economic World
- Multinational Corporations

INTERNATIONAL RELATIONS

- Conflict Spiral
- Nations in Action
- OXFAM Case Studies of Developing Nations
- Simulating Social Conflict
- Social Change: Case of Rural China

PHILOSOPHY/ETHICS

- Choices
- Constructing a Life Philosophy
- Four World Views
- Liberals and Conservatives
- Loyalties: Whose Side Are You On?
- Making Value Judgments
- *Game of Ethics
- **Hiroshima Decision
- **Values in Action

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* Game
** Multi-Media Kit

DVEP/MDUSD MATERIALS TESTING PROGRAM
Suggested Placement of Tested Materials Into Semester Courses

PSYCHOLOGY

- Constructing a Life Philosophy
- Dealing with Aggressive Behavior
- Images of People
- Loyalties: Whose Side Are You On?
- Man's Attitudes
- Small Group Processes
- *Cooperation Squares
- *Starpower

SOCIOLOGY

- American Political Behavior
- Crimes and Justice
- Images of People
- Simulating Social Conflict
- Small Group Processes
- Social Change: Case of Rural China
- *Ghetto
- *Starpower

SUPPLEMENTARY AND/OR SOCIAL SCIENCE SKILLS

- Data on the Human Crisis
- Taking a Stand

WORLD CULTURE/AREA STUDIES/GEOGRAPHY

- Four World Views
- Interaction of Cultures

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* Game
** Multi-Media Kit

WORLD CULTURE/AREA STUDIES/GEOGRAPHY cont.

Life Cycle

Mix

Multinational Corporations

OXFAM Case Studies of Developing Nations

People and Places

People of the World

*CultureContact

*Road Game

**Man: A Cross-Cultural Approach

WORLD HISTORY

Four World Views

Interaction of Cultures

Nations in Action

**Hiroshima Decision

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* Game
** Multi-Media Kit

Units

UNITS

American Political Behavior - Part II

DVEP/MOUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Power and authority, change
Authors	Mehlinger and Patrick
Publisher	Ginn and Co.
Availability	Ginn and Co. 2550 Hanover Palo Alto, California 94304
Cost	Student book $2.60 per volume; Teacher's guide $4.20
Teaching time	Each volume requires a semester
Level	12th grade
Activities	Readings, discussions, simulations, role plays, assignments
Testing teachers	Bruce Bored, College Park High, 10th to 12th grade
Comments	This is a very ambitious text book as it attempts to break the stereotypical ways in which the typical government course is presented. Rather than cataloging the various institutions and analyzing certain issues that arise from those institutions, Mehlinger and Patrick look at government both constitutionally and extra-constitutionally through the use of power (the authors use the term "influence" rather than "power"). Some of this material looked good to the testing teacher and some not; consequently this material needs more evaluation before a recommendation can be made.
Recommendations	*Recommended for further testing--12th grade.*

George N. Larson
Staff, Materials Testing Program

June 1973
Date

American Political Behavior
Part II

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Bruce Borad, College Park High, 11th grade, 28 students, one semester, spring, 1973.

B. *Portion taught:* All X Part ____

C. *Focusing concept:* The role and function of official and unofficial political decision-makers.

D. *Subconcepts:* Decision-makers are legislative, administrative, judicial, mass media, political parties, lobbyists.

II. Preparation

A. *Time required, suggestions:* Must carefully review each lesson.

B. *Supplementary materials needed:*
A set of accompanying materials from the publisher used and tested by Bruce Borad:

worksheets	fair
tests	fair
films	very good
overhead transparencies	fair to poor
simulation games The Game of Napoli	very poor

III. Motivation

A. The evaluating teacher found "the material much more self-motivating than most of the other material available in the field." (B.B.)

B. Good use of pictures in the text.

IV. Abilities required

A. *Reading level:* very high, 11th or 12th grade, at least.

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps	X		

DVEP/MDUSD MATERIALS TESTING PROGRAM
American Political Behavior, Part II

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
inquiry/hypothesizing			X
discussion			X
simulations (not ones provided by the unit)		X	
readings			X

V. Goals and objectives

A. "The goals and objectives are listed lesson by lesson in the teacher's guide and are quite accurate." (B.B.)

B. "Analysis of the basic structure and function of the American governmental system. The students to be able to analyze and to function within the system." (B.B.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
tests	X	
worksheets	X	
discussion		X

VII. Teacher recommendations

A. The evaluating teacher would teach this material again in part. It provided adequate teacher guidance and developed concepts clearly. General concepts of decision-maker, role and rules were used over and over, and other concepts were integrated into each lesson.

B. "Add more simulations and add material on civil rights." (B.B.)

C. "Be prepared to add information on the structure of American federal and state government in order to aid the students in understanding where each decision-maker gets his power and how his power relates to other power figures." (B.B.)

Choices: Situations to Stimulate Thought and Expression.

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Values and Valuing Process
Author(s)	Thelma Altshuler
Publisher	Prentice-Hall
Availability	Prentice-hall, Inc. 570 Price Avenue Redwood City, California
Cost	Educational discount rate $3.40
Teaching Time	From two weeks to a semester (Can be used as a supplementary material.)
Level	9 - 12
Activities	Dilemma situations for class discussion
Testing Teachers	Jim Adams, Ygnacio Valley High, 9th and 10th grades
Comments	The book contains 53 dilemma situations for student choice-making. The dilemmas tend to get more literature-oriented the further you get into the book. However, the social studies teacher should not be put off, because some of the stories are quite appropriate, such as an excerpt from Earth Abides by George Stewart. The book is quite attractive with numerous cartoons reprinted from the popular media.
Recommendations	*Recommended for further testing:* 9th to 12th grades.

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

Choices

CVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Jim Adams, Ygnacio Valley High, 9th and 10th grades, 34 students, 4 weeks and 2 days (not taught daily, however), March-April, 1973.

B. *Portion taught:* All ____ Part X
pgs. 91, 96, 101, 106, 103, 111, 114, 117, 122, 124, 243.

C. *Focusing concept:* Values: love, marriage

D. *Subconcepts:* sex and morality, roles, loyalty, honesty, wealth, greed, infidelity, responsibility, divorce

II. Preparation

A. *Time required, suggestions:* approximately 6 hours.

B. *Supplementary materials needed:* This material was used as a supplement to the course text Patterns of Life: Human Growth and Development. Various dittoed materials.

III. Motivation

A. The material was self-motivating and did not require continual motivating activities by the teacher.

B. "Some change in use of the material might be desireable, ie. the role-playing of situations described and small group improvisations of same. This is a break in the discussion-writing techniques used in the book.' (J.A.)

IV. Abilities required

A. *Reading level:* 9th and up

B. *Skills*

Use of	None	Moderate	Heavy
charts	X		
graphs	X		
tables	X		
maps	X		
hypothesizing			X
problem-solving			X

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
developing a theme			X
value identification			X
value definition			X
role-playing		X	
discussion			X
readings			X
written work			X

V. Goals and objectives

A. "Students will experience valuing by using the activities in the book. Through this, they will be better problem-solvers." (J.A.)

B. "That students would be able to identify the values involved in their exercises from the book and define them and apply them in other situations in class and to their life in general." (J.A.)

C. Understanding of one's own behavior.

D. Clarification of one's own personal values.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
written work	X	

VII. Teacher recommendations

A. Holds high student interest and develops concepts clearly.

B. "The book is almost self-teaching and requires no teacher guidance. However, a teacher can use the book in many ways: as a course or unit in valuing (some improvisation would be necessary), as a supplement to a sociology, psychology or other behavioral course." (J.A.)

C. The evaluating teacher would teach all and/or parts of this unit again, changing some of the activities using a variety of strategies.

D. "Use outside speakers, students' own experiences, concrete evidence from media." (J.A.)

Conflict, Politics and Freedom

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict; Power and Authority
Author(s)	Charles N. Quigley & Richard P. Longaker
Publisher	Ginn and Company
Availability	Ginn and Company Education Center P. O. Box 2649 Columbus, Ohio 43216
Cost	Student book $1.80; Teacher's guide $2.22 (School prices)
Teaching Time	6 to 8 weeks
Level	8th and 9th grades
Activities	reading, role-playing, discussion
Testing Teachers	Walt Perry, Oak Grove Intermediate, 8th grade
Comments	This appears to be an excellent unit for introducing the basic principles of democratic government in a way that helps students to experience these principles at work, rather than treating them abstractly. Unit I relates well to students' own experience, as it teaches various forms of government; whereas Unit II on functions of conflict relies mostly on historical case studies to teach the functions conflict performs. Suggest supplementing the readings and discussion with films and simulations. Choose carefully the questions to be focussed on. A great many are provided and students tire of too many chores in relation to each reading.
Recommendations	*Recommended for further testing:* 8th and 9th grades

Robert E. Freeman
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Walt Perry, Oak Grove Intermediate, 8th grade, 56 students, 4 1/2 weeks, November-December, 1972.

B. *Portion taught:* All____ Part X
Pages 1 - 60. Most of Unit I, part of Unit II and none of Unit III.

C. *Focusing concept:* The underlying principles of the U. S. Government, how they operate and how they affect U. S. citizens and leaders. The functioning of the U. S. political system.

D. *Subconcepts:* Conflict: Its institutionalization, functions, inevitability, sources, limits, resolution. Functions of governmental institutions. Differences between authoritarian and democratic political systems.

II. Preparation

A. *Time required, suggestions:* 10 hours

B. *Supplementary material needed:*
film: Due Process of Law Denied, available from CCC-EMS.
simulation game: The Road Game, available from DVEP.
simulation: Constitutional Convention, The Game of Negotiation, available from DVEP.

III. Motivation

A. The testing teacher found this material to be self-motivating and not requiring continual motivating activities by the teacher.

B. Unit I "grabbers": The readings themselves contained funny names and humorous statements which intrigued many (especially the poorer readers) and turned off a few.
Unit II: the factual primary sources appealed to all, but especially to the brighter students.

C. "As long as the teacher is able to be accepting of student responses that are divergent at times, self-motivation seems high." (W.P.)

IV. Abilities required

A. *Reading level:* 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
reading			X
inquiry/hypothesizing			X
role-playing			X

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
discussion			X
inductive processes			X
simulation		X	

V. Goals and objectives

A. To gain understanding of and appreciation for constitutional government.

B. To gain fundamental understanding of the role and necessity of conflict in a free society.

C. To be able to make rational decisions on public issues and to be interested in being involved in governmental process.

D. To be able to differentiate authoritarian and democratic behaviors.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
written answers to questions	X	
tests		X

VII. Teacher recommendations

A. The testing teacher felt the material held student interest, provided adequate teacher guidance and developed concepts clearly.

B. "Students thought and arrived at concepts because the material was presented in that fashion. Concepts were theirs because they discovered them." (W.P.)

C. "Decide carefully which Considerations and Guiding Questions you wish to use because students tire if too many are used." (W.P.)

D. Use the Suggested Activities as well as films and simulations.

Conflict Spiral

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict
Author(s)	George Larson and Nelson Shelton
Publisher	Center for War/Peace Studies
Availability	Diablo Valley Education Project 50 Vashell Way, Suite 300 Orinda, California 94563
Cost	Available on loan
Teaching Time	4 - 6 weeks
Level	11th and 12th grades
Activities	Simulation, viewing, reading, discussion, role-playing, writing.
Testing Teachers	Dave Ellick, Concord High, 12th grade. Marilyn Garvey and Jackie Woodruff, Clayton Valley High, 12th grade. John Millar, Pacifica High, 9th grade. Ron Remington, Pacifica High, 9th grade. Nelson Shelton, Pleasant Hill High, 12th grade. Ernie Spencer, Clayton Valley High, 12th grade.
Comments	This is a difficult unit dealing with complex ideas in a fairly rigorous manner. It requires much reading, assumes some prior background in European history and Russo-American relations. It is well worked out, however, and with teacher provided motivators such as films, simulations and filmstrips (some of which are difficult to obtain), this can be a rewarding unit to teach and result in student understanding of the nature of international conflict and how such conflict need not inevitably lead to war. 1. Order supplementary films and filmstrips well in advance. They are essential to the success of the unit. 2. Get help from experienced teachers in presenting Gas Station, Chicken, and the Road Game as written instructions for these are difficult to follow. 3. Provide additional background or cut down the readings, depending on background of your class.
Recommendations	*Recommended Unit:* 11th or 12th grades.

Robert E. Freeman
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*

Dave Ellick, Concord High, 12th grade, 1 class, 5 weeks, April-May, 1973.
Marilyn Garvey and Jackie Woodruff, Clayton Valley High, 12th grade, 155 students, 6 weeks, February-March, 1973.
John Millar, Pacifica High, 9th grade, 70 students, 8 weeks, May-June, 1973.
Ron Remington, Pacifica High, 9th grade, 85 students, 5 weeks, May-June, 1973.
Nelson Shelton, Pleasant Hill High, 12th grade, 1 class, 5 weeks, April, May 1973.
Ernie Spencer, Clayton Valley High, 12th grade, 22 students, 4 weeks, November-December, 1972.

B. *Portion taught:* All_____ Part_____
Teachers varied, some teaching all and others teaching parts.

C. *Focusing concept:* the nature of conflict

D. *Subconcepts:* Conflict spiral; effect of time & communication on perception & misperception. Conflict resolution. War.

II. Preparation

A. *Time required, suggestions:* 5-10 hours

B. *Supplementary material needed:*
maps
films: Guns of August, Good-bye Billy: America Goes to War, Cuba: The Missile Crisis.
filmstrip kits: Age of Megaton (available from DVEP), Cuban Missile Crisis (Doubleday Multimedia, Inc.).
games: Gas Station and Chicken, The Road Game (available from DVEP).
reference material: Data on the Human Crisis.

III. Motivation

A. This material is not self-motivating. Use supplementary materials. (See above.)

B. Prisoner's Dilemma is a motivating activity.

IV. Abilities required

A. *Reading level:* 11 - 12. Concepts complex and difficult to grasp.

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
tables		X	
graphs		X	

TEACHERS' EVALUATION

B. *Skills (cont.)*

Use of	None	Moderate	Heavy
maps			X
readings			X
expository essay			X
role-playing		X	
simulation			X
inductive processes			X

V. Goals and objectives

- "To understand the dynamics of conflict." (M.G., J.W.)
- "To study the materials with the students objectively to see if one could find 'general rules' for conflict." (E.S.)
- "Conflict may escalate to violence or be resolved peacefully." (R.R.)
- "To recognize the consequences of nuclear war." (M.G., J.W.)
- To encourage students to search for peaceful alternatives to conflict.

VI. Evaluation of student performance

Types	Unit provided	Teacher developed
map, chart, and graph skills tests		X
class discussion		X
essay		X
quizzes		X
self-evaluation		X
homework		X

VII. Teacher recommendations

A. Materials provide adequate teacher guidance and develop concepts clearly but require motivating activities by the teacher to hold student interest.

B. Testing teachers strongly recommend that students have a historical background to Europe in early 1900's and to the Cold War of the 1950's prior to unit.

C. Work on vocabulary.

D. The testing teachers would use this material again adapting it to their individual classes.

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Identity, values and valuing process
Author(s)	Opposing Viewpoints Series: David L. Bender, editor
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831 Anoka, Minnesota 55303
Cost	Book $1.65; map game $ .95 each
Teaching Time	2 - 4 weeks
Level	9th - 12th grades
Activities	Readings, discussion, group decision-making based on "maps"
Testing Teachers	Cissy Hill, Foothill Intermediate, 7th grade Carl von Rohr, El Dorado Intermediate, 7th - 8th grades
Comments	This book presents readings, each expressing a different life style. The readings are diverse and useful; for example, "The Christian's Commandments" juxtaposed to "An Atheist's Values". The reading is at times difficult, so probably this unit should be reserved for seniors or an exceptionally mature class. The "map" exercise accompanies Constructing a Life Philosophy and carries the same title. (For comments on "maps", see the staff report on Ecology Controversy.)
Recommendations	*Recommended unit:* 12th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

Opposing Viewpoints Series:
Constructing a Life Philosophy

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances
  A. *Testing teachers and dates:*
    Cissy Hill, Foothill Intermediate, 7th grade, 30 students, 1 week, April, 1973
    Carl von Rohr, El Dorado Intermediate, 7th & 8th grades, 15 students, 2 days, May, 1973

  B. *Portion taught:* All_____ Part__X__
    Students chose readings and teacher made certain requirements.

  C. *Focusing concept:* Various life styles, values, beliefs of people

  D. *Subconcepts:* Everyone will come to a point in life when he "decides" on or "drifts into" his own life style. Many people adapt variations or combinations of life philosophies.

II. Preparation
  A. *Time required, suggestions:* 2 hours

  B. *Supplementary material needed:*
    The testing teacher used none but suggests finding a good novel about teen-age concerns, life style, decision-making.
    Speakers would be helpful.
    Life Philosophy game accompanies the unit.

III. Motivation
  A. The material is somewhat self-motivating but also requires motivating activities by the teacher.

  B. Difficult reading level

IV. Abilities required
  A. *Reading level:* 10 - 12

  B. *Skills*

Use of	None	Moderate	Heavy
reading			X
discussion			X
role-playing		X	
game		X	
written work		X	

TEACHERS' EVALUATION

V. Goals and objectives

A. For students to learn that to develop a life philosophy takes a long time and it is important to examine alternatives.

B. To have students think, "In what do I believe?"

C. To have students examine themselves to see how they feel about life, death, after-life, other people, God, etc.

D. To present a non-biased approach

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
written paper		X
written personal exploration		X

VII. Teacher recommendations

A. The testing teacher would use the materials again in part. They hold student attention and interest, provide some teacher guidance and develop concepts clearly.

B. Suggests enlarging the unit, using this material as part of a larger unit and not as a whole in itself.

C. Not appropriate, neither topic nor reading level, for intermediate level. More pertinent for more advanced students.

Justice in Urban America Series:
Crimes and Justice

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Authority and Power, Conflict
Author(s)	Robert H. Ratcliffe
Publisher	Houghton Mifflin Co.
Availability	Houghton Mifflin 777 California Ave. Palo Alto, California
Cost	Student book $1.20; Teacher's guide $1.35
Teaching Time	3 weeks - 9 weeks
Level	7th - 9th grades
Activities	Readings, inquiry and inductive exercises, debate.
Testing Teachers	Ron Clark, Linda Gregoriev, Barbara Stromberg, Clayton Valley High, 9th grade. Suzette Ferguson, El Dorado Intermediate, 7th & 8th grades.
Comments	This unit attempts to take the student through the process and procedure of American criminal law. It has readings interspersed by short case studies or vignettes. Testing teachers felt that if a teacher were to go directly through this material, it would not be too successful for maintaining class interest. However, if a teacher were to add "grabber" activities, the book would serve as an excellent informational base. There is only one teacher's guide to the series, and this guide is generally not too helpful in suggesting extra or alternative activities. The last part of the book is rather inadequate in dealing with "America's crime problem".
Recommendations	*Recommended Unit:* 9th grade

George H. Larson
Staff, Materials Testing Program

June, 1973
Date

Crimes and Justice

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*

Ron Clark, Clayton Valley High, 9th grade, 3 classes 30-35 each, 3-4 weeks, February, 1973.

Suzette Ferguson, El Dorado Intermediate, 7th and 8th grades, 30-35 students, a nine week quarter, February-April, 1973.

Linda Gregoriev, Clayton Valley High, 9th grade, 5 classes 34 students each, 4 weeks, March, 1973.

Barbara Stromberg, Clayton Valley High, 9th grade, 90 students, 3-4 weeks, March, 1973.

B. *Portion taught:* All X Part ____

C. *Focusing concept:* What constitutes a crime and what constitutes the legal process.

D. ***Subconcepts***: Individual rights and responsibilities, fair trial, impartial judge and jury, misdemeanor and felony, capital and other punishment, Supreme Court decisions, prison, parole, probation, crime prevention.

II. Preparation

A. *Time required, suggestions.* 10 - 20 hours, approximately 30 minutes each day.

B. *Supplementary materials needed:*

Periodicals
Almanac for statistics on crime
Newspapers
Speakers, police department and juvenile probation officer
The Penal Code
Data on crime rates
Study kits available from MDUSD-IMC: You and the Law, The Fight Against Crime, Juvenile Thief.
Game, Police Patrol, available from DVEP
Films available from CCC-EMS: Search and Privacy, many others.

III. Motivation

A. The material was not self-motivating and required supplemental activities from the teacher.

B. Speakers from Juvenile Division of Concord Police Dept. (Officer Tom Grimes)

C. Student notebook project wherein students included news clippings as examples of each of the crimes named in the book.

D. Class-constructed chart on the types of punishments from various time periods and various cultures.

E. Read court cases and discussed.

TEACHERS' EVALUATION

IV. Abilities required

A. *Reading level:* 7th - 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
tables		X	
graphs		X	
maps	X		
inquiry		X	
discussion			X
drawing conclusions			X
inductive processes			X
role-playing		X	
debate		X	

V. Goals and objectives

- To understand the nature and seriousness of crimes and to investigate the legal process for handling offenders.
- "To evaluate ways of discouraging crime and of better understanding those who might commit crimes. To appreciate their constitutional rights." (B.S.)
- "For students to understand our justice system is constantly being interpreted to stay relevant." (L.G.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
tests		X
oral quiz		X
discussion		X
written assignments		X

TEACHERS' EVALUATION

VII. Teacher recommendations

A. The material held high student interest, developed concepts clearly but did not provide adequate teacher guidance.

B. "Be sure to heavily supplement this book with many materials and strategies. By itself it could be a drag, but with extras it is an exciting unit.' (S.F.)

C. "There is no teacher's manual so take time to plan some interesting activities." (L.G.)

Data on the Human Crisis

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, interdependence
Author(s)	William A. Nesbitt
Publisher	New York Department of Education
Availability	Center for International Programs State Education Department 99 Washington Avenue Albany, New York 12210
Cost	To be determined. (Available from DVEP on loan basis.)
Teaching Time	Supplementary material
Level	9th - 12th grades
Activities	charts, graphs for inquiry and discussion.
Testing Teachers	Ken Stierna, Oak Grove Intermediate, 7th grade. Jack Kennett, Clayton Valley High, 11th grade.
Comments	This pamphlet is designed for supplementary use to a course in development, world history, or world politics. It contains a series of charts, diagrams and data which could be inserted into the above courses. The sections are as follows: 1. International and National Violence 2. The Cost of Arms 3. Population Growth 4. Pollution and Depletion of Natural Resources 5. The Rich-Poor Nation Gap 6. Rapidity of Change 7. International Cooperation 8. Interrelationship of Problems and the Future A teacher would be well served to have a class set in his classroom or make a series of transparencies for his overhead to draw upon whenever a need arose. Caution: Don't attempt to use this as a prime text for the students.
Recommendations	***Recommended unit:*** 9th and 12th grades

George N. Larson and Pat Nyhan
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM
6/13/73

[illegible] on the [illegible] Crisis

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Jack Kennett, Clayton Valley High, 11th grade, 34 students, several days, February, 1973.
Ken Stierna, Oak Grove Intermediate, 7th grade, 80 students, 2-4 class periods, December, 1972.

B. *Portion taught:* All_____ Part X
Jack Kennett: pgs. 1 - 12
Ken Stierna: 7/8 of the book

C. *Focusing concept:* Importance of conflict resolution

D. *Subconcepts:* violence, population growth, resource depletion, change, rich-poor gap, arms and strategies for peace, militarism.

II. Preparation

A. *Time required, suggestions:* "Perhaps 2 hours extra to include material in proper context for introduction to conflict unit." (J.K.)

B. *Supplementary material needed:* Age of Megaton filmstrip kit-DVEP, Limits of War-AEP unit book, Violent Conflict in American Society by Ightzin, Chicken and Gas Station simulation games-DVEP.

III. Motivation

A. For better students, the material is self-motivating, but generally it requires continual motivating activities by the teacher.

B. "This material will only aid in motivation if used in conjunction with other types of material relating directly to the concepts you are working on. Lends itself well to inquiry." (J.K.)

IV. Abilities required

A. *Reading level:* 7 - 12

B. *Skills*

Use of	None	Moderate	Heavy
charts			X
graphs			X
tables			X
inquiry/hypothesizing			X
discussion			X

TEACHERS' EVALUATION

V. Goals and objectives
  A. "To provide up-to-date information bearing on present day conflict sources." (J.K.)

  B. "To enable students to list reasons for conflict resolution and list and explain sources of conflict." (J.K.)

  C. "To create an interest in doing something about preventing crises like these." (K.S.)

VI. Evaluation of student performance
  None

VII. Teacher recommendations
  A. The evaluating teachers felt that the material hold interest for better students, that it did not provide adequate teacher guidance (The teacher's approach is important.), and that it developed concepts somewhat clearly. Too abstract for 7th grade level, however.

  B. The teachers would teach it again, being cautious not to over-use. "Be selective in choosing pages which provide data relating directly to your objectives." (J.K.)

  C. "Let students be more selective and follow their interests. Have students write a paper about their pessimism or optimism about the future. Include involving exercises such as role-playing." (K.S.)

Dealing with Aggressive Behavior

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, identify, power and authority
Author	Cooperative effort of Lakewood City Public Schools System, Educational Research Council of America, and Ohio State Department of Education
Publisher	Educational Research Council of America
Availability	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113 216-696-8222
Cost	Student book $.85, Teacher's guide $2.55
Teaching Time	Four weeks to a year Five units in book: I A profile of Behavior and Aggression II Youth in Confrontation III Vandalism IV Protest V Why Violence
Level	7th grade +?
Activities	Readings, simulation, role-playing, class discussion, films, puzzles, exercises, problem solving
Testing Teachers	Helen Hansen, John Millar, Ron Remington, Pacifica High School, 9th grade Al Paltin, Pine Hollow Intermediate School, 8th grade Nancy Parsley, Oak Grove Intermediate, 7th grade Ron Redding, Loma Vista Intermediate School, 8th grade Peter Roberts, Foothill Intermediate School, 7th grade
Comments	Teachers saw this unit as excellent material for teaching the variety of aggressive behaviors man is capable of, their relationship with meeting human needs and some alternative behaviors which people can use in solving frustrating situations. There was some initial negative reaction from parents because they thought their students were in a history class bringing home psychology and sociology problems, but this criticism was answered and the students greatly enjoyed the unit. There will eventually be a problem as to where this book should be introduced, as all five sections of it cannot be taught during the same year. Sections I and II might be taught in 7th grade, III and IV in 8th grade, and V in 9th grade if it could be articulated.

STAFF REPORT

The style of the unit is such that it needs to be broken up at certain points and other kinds of activities done.

Supplemental materials required are a problem because they are not readily available. Neither are some of the audio-visual required.

Recommendations

Recommended unit, Parts I and II, 7th grade
This excellent book on aggression requires that the first section be done first and could probably be done at 7th, 8th or 9th grade. Thought needs to be given as to the sequencing and grade level placement if this is to be adopted throughout the district.

Robert E. Freeman
Staff, Materials Testing Program

June 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Helen Hansen, Pacifica High, 9th grade remedial reading, 60 students, five weeks, February - March 1973.
John Millar, Pacifica High, 9th grade, one class, two months, February - March 1973.
Al Paltin, Pine Hollow Intermediate, 8th grade, one class, two months, December 1972 - January 1973.
Nancy Parsley, Oak Grove Intermediate, 7th grade, 150 students, two months, May - June 1973.
Ron Redding, Loma Vista Intermediate, 8th grade, 114-140 students in five classes, two months, October - November 1972.
Ron Remington, Pacifica High, 9th - 10th grades, one class, two months, February - March 1973.
Peter Roberts, Foothill Intermediate, 7th - 8th grades, one class, two months, March - April 1973.

B. *Portion taught:* All _____ Parts _____
The evaluating teachers varied.

C. *Focusing concept:* Understanding human needs, feelings, frustrations and ways to direct behavior away from negative aggressive action toward positive, constructive action.

D. *Subconcepts:*
Aggressive behavior is a universal phenomenon. Frustrations are also universal; they often lead to a negative display of aggressive behavior. Many ways in which people act to reduce frustrations are means of hiding a problem. Some solutions to frustrating situations bring some immediate relief but have negative long-range effects. There is always a variety of ways to deal with frustration. (H.H.)

II. Preparation

A. *Time required, suggestions:*
Inservice preparation plus one hour per day. Much time spent finding supplementary readings and materials.

B. *Supplementary materials needed:*
Classroom sets: Coping, Who Am I?, Encounters, Guiding Our Development, Maturity: Growing up Strong
Filmstrips: Let's Talk About Flying off the Handle
Films: Mr. Finley's Feelings, Eye of the Beholder
Game: Generation Gap, available at DVEP

III. Motivation

A. "A Problem for NASA" simulation is a must.
B. Role-playing exercises were very successful. Students enjoyed solving problems in this way.
C. Working in groups and holding class discussion were more successful than individual exercises.

TEACHERS' EVALUATION

D. "There was a great deal of interest in the songs that were presented for interpretation and discussion. The discovery of one's own self and feelings served as the number one 'grabber' throughout the units and kept the learner interested." (R.R.)

E. "I found that using the short stories as a means of introducing the basic concepts rather than as a follow-up was extremely valuable for students who get easily bored with theoretical discussions." (H.H.)

IV. Abilities required

A. *Reading Level:* grades 7 - 9

B. *Skills*

Use of	None	Moderate	Heavy
role playing			X
charts			X
readings			X
graphs	X		
tables	X		
maps	X		
inquiry			X
simulation		X	
class and small group discussion			X
inductive process			X

V. Goals and objectives

That students would learn:

- different aggressive behaviors that people use to work out problems
- about human needs and ways people satisfy them
- about casual approach and surface approach
- different ways for dealing with their own frustrations (N.P.)

That students would:

- understand himself
- understand his friends and be a good friend (N.P.)
- achieve a measure of self respect and be recognized as a significant person by himself (R.R.)
- gain in basic skills of communication

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
pre and post tests	X	
quiz		X
discussion		X
questionnaire		X
extra credit projects		X

VII. Teacher recommendations

A. The evaluating teachers agree that the materials held student interest, provided adequate teacher guidance and developed concepts very clearly.

B. "This material ... requires complete and active participation on the part of the teacher. Major concepts should be reinforced constantly. I found that I spent a bit too much time on projects and busy work (the student workbook is full of it) and left not enough time for the last part of the unit." (H.H.)

C. "Get as much supplementary material lined up as possible." (N.P.)

Episodes in American History, Unit 3:
Division, Unity, and Expansion

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Change, Conflict
Author(s)	Burns et al.
Publisher	Ginn
Availability	Ginn and Company 2550 Hanover Palo Alto, California 94304
Cost	Hard cover--all 4 units, $6.48 Soft cover--unit I $1.98, Unit II $1.98, unit III $1.53, unit IV $1.53 Teachers guide $5.97
Teaching Time	6 - 36 weeks
Level	11th grade
Activities	readings, discussions, projects, etc.
Testing Teachers	Roy Aaland, Pleasant Hill High School, 11th grade
Comments	This unit appeals more to students than most U. S. history textbooks but still needs teacher-designed activities to maintain motivation. The unit concentrates on the industrialization of the U. S. during the late 19th century. It is organized in an inquiry mode with emphasis upon presenting history as a set of several different possible choices and outcomes.
Recommendations	*Recommended for further testing:* 11th grade

George H. Larson
Staff, Materials Testing Program

May, 1973
Date

Episodes in American History, Unit 3:
Division, Unity, and Expansion

UVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Roy Aaland, Pleasant Hill High School, 11th grade, 80 students, three weeks, March - April, 1973.

B. *Portion taught:* All _____ Part _X_
Book III, Division, Unity and Expansion, Unit 8 "Making of Industrial America

C. *Focusing concept:* Industry and its effects

D. *Subconcepts:* Rationalization, inter-relationships of an industrial society, process and effects of unionization, immigration and growth of cities.

II. Preparation

A. *Time required, suggestions:* 10 hours

B. *Supplementary materials needed:*
Films:

Andrew Carnegie	CCC-EMS #5632
Rise of the Industrial Giants	6659
Rise of Labor	6641
World of Henry Ford	6120

Record: "The Farmer Is the Man"

III. Motivation

A. The material is not self-motivating and requires continual motivating activities by the teacher. "It was as motivating as any textbook can be--it was better than most. The students generally liked it." (R.A.)

B. Overhead projector

C. Role-playing

IV. Abilities required

A. *Reading Level:* 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry		X	

DVEP/MDUSD MATERIALS TESTING PROGRAM
Episodes in American History, *Unit 3:*
Division, Unity, and Expansion

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
role-playing		X	
inductive process		X	
discussion			X

V. Goals and objectives

A. "The main objective was to show the students how change in technology can cause change throughout the society." (R.A.)

B. "To acquaint the students with the idea of hypothesizing--that history is not a simple cut-and-dried affair but that many viewpoints must be evaluated." (R.A.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
performance/class discussion		X
tests		X

VII. Teacher recommendations

A. The evaluating teacher would use this material again and would use it all.

B. "Read each assignment in the student book; go over all questions in the teacher's guide so you know which to use." (R.A.)

C. Choose the questions from the teacher's guide carefully.

D. "I thought the materials were good. Each episode could be read by the students in 25-30 minutes and the rest of the period could be used to discuss it. My feeling was that this material is considerably better than most history textbooks I have used." (R.A.)

Opposing Viewpoints Series
Ecology Controversy

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, Values and Valuing Process
Author(s)	Gary E. McCuen and David L. Bender
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831 Anoka, Minnesota 55303
Cost	Student readings $1.65; 'map' game $ .95
Teaching Time	4 - 7 weeks
Level	11 - 12
Activities	Readings, charts, graphs, discussions, role-playing, projects.
Testing Teachers	Suzi Hunnell and Joan MacLellan, Foothill Intermediate, 7th grade.
Comments	Both testing teachers agreed that the reading level was too advanced for their 7th grade classes. (It seemed to be about 11th - 12th grade.) The readings themselves appear to be truly representative of 'opposing viewpoints'. The four ecological controversies raised are 1) Population Controversy (authors include Paul Ehrlich and Pope Paul) 2) Nuclear Radiation Controversy (Seaborg) 3) Air Pollution Controversy 4) Religious, Political and Economic Consequences of the Ecology Controversy. What makes these books atypical is the 'map'games. Each game supports a group of 5-7 students in a decision-making process about the readings. These games could be used after using other ecology materials, or perhaps a teacher's home-brewed unit. The game accompanying the 'Ecology Controversy' is 'Facing the Ecology Crisis.'
Recommendations	*Recommended unit and game:* 11th or 12th grades

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

Opposing Viewpoints Series:
Ecology Controversy

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances
   A. *Testing teachers and dates:*
      Suzi Hunnell and Joan MacLellan, Foothill Intermediate, 7th grade, 120 students, 6 weeks, April-May, 1973.

   B. *Portion taught:* All____ Part _X__ Chapters I and 3.

   C. *Focusing concept:* The earth's natural resources are dwindling. The environment is becoming uninhabitable to man.

   D. ***Subconcepts:*** The individual can play a major role in dealing with these situations.

II. Preparation
   A. *Time required, suggestions:* The evaluating teachers had one day at DVEP for inservice, prepared 4 hours prior to the unit and several hours each week of the unit.

   B. *Supplementary materials needed:*
      Future Planning games, available with the unit
      A Matter of Life and Breath
      Spaceship Earth
      Earth Island
      Bomb Shelter by Rod Serling
      A Question of Values
      Films, available from CCC-EMS: The Ark, Magic Machine, People by the Billions, Cities in Crises, Water Pollution, Metal Man, Pennsylvania's Natural Resources, Clean Town-U.S.A.

III. Motivation
   A. The material is not self-motivating and the teacher does have to provide motivating activities.

   B. Speakers: Mr. Cunningham, East Bay MUD
      Mr. Gingrich, Bay Area Water Control District
      Ms. Peg Kovar, Walnut Creek City Council, "Save Mt. Diablo" group

   C. Field trip to Central Sanitary Plant in Pacheco and the Lafayette Reservoir. Delta Cruise, Jane Helrick as resource person.

   D. Students made questionnaires and made surveys in their neighborhoods as to people's opinions on ecology problems.

   E. Future Planning games, A Question of Values role-play, Dirty Water game and Smog game.

TEACHERS' EVALUATION

IV. Abilities required

A. *Reading level:* 10 - 12 grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps	X		
inquiry/hypothesizing		X	
reading			X
discussion			X
simulation			X
role-playing			X
projects			X

V. Goals and objectives

- "To make students aware that a controversy does exist in the area of ecology. To point out the interdependence of ecological factors with economy, socialization, religion, etc.
- To make students aware of environmental problems and the possible ways in which these might be dealt with." (S.H., J.M.)
- To help students think about who needs to take the responsibility for dealing with ecological problems, and to relate the problems to the students' own lives.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
quizzes		X
questionnaires		X
participation in group and class activities		X

TEACHERS' EVALUATION

Types	Unit Provided	Teacher Developed
projects		X
vocabulary work		X

VII. Teacher recommendations

A. Evaluating teachers would teach parts of this material again. The teacher should choose the readings carefully.

B. Material too difficult for 7th grade.

C. Need a basic text and/or a good supply of reference books.

D. Movies, games, role-plays, projects held very high student interest.

Environmental Issues Conflict Unit

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, Conflict, Change
Author(s)	Bruce Borad and Dick Fagerstrom
Publisher	Diablo Valley Education Project
Availability	Diablo Valley Education Project 50 Vashell Way, Suite 300 Orinda, California 94563
Cost	Available on long term loan, both student copies and teacher's guide.
Teaching Time	5 - 20 weeks
Level	12th grade
Activities	Readings, filmstrips, exercises, mock court hearings, simulation.
Testing Teachers	Bruce Borad and Dick Fagerstrom, College Park High, 12th grade. Don Gallup, Ygnacio Valley High, 12th grade.
Comments	This unit has been authored by local teachers. It is a very ambitious undertaking because if it is used in its entirety, it could become a full semester course. The unit consists of four sub-units, which are as follows: Unit A. Interdependence of Man and His Environment. Unit B. In Conflict (various views as to how man should use his environment). Unit C. Adjudication as a Method of Conflict Resolution (a mock court trial about Disney and Mineral King). Unit D. The Creation of International Law (a simulation of a conference about the use of the seabed). This unit deserves further testing by teachers throughout the district; it has many exciting possibilities.
Recommendations	*Recommended for further testing:* 12th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

Environmental Issues Conflict Unit

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Bruce Borad and Dick Fagerstrom, College Park High, 12th grade, 70 students each, 18 weeks, February-June, 1973.
Don Gallup, Ygnacio Valley High, 12th grade, 71 students, 15 weeks, October-December, 1972.

B. *Portion taught:* All __X__ Part_____

C. *Focusing concepts:* Identifying the various views in an ecological controversy. The use of the institution of law for the resolution of conflict. Examining potential conflicts of the future over the use of the seabed.

D. *Subconcepts:* Environmental problems, natural resources, energy use, ecological "web", civil law, adversary proceedings.

II. Preparation

A. *Time required, suggestions:* 1/2 hour per day. It is mandatory for teachers to be well prepared to teach this unit.

B. *Supplementary material needed:*
Films: strong recommendation: Tragedy of the Commons (unfortunately not yet available at EMS. Teachers have given strong recommendations for purchase.)
Speakers: Suggestions are to arrange adversaries to appear either jointly or on separate days (example: Sierra Club/large developers)
Field trips: water treatment plant or on MDUSD vessel up to the Delta area.

III. Motivation

A. The evaluating teachers felt the material was self-motivating and did not require continual motivating activities by the teacher.

B. Good selection of readings, change of topic focus, hearings and trial.

IV. Abilities required

A. *Reading level:* 12th grade, some sections quite difficult.

B. *Skills*

Use of	None	Moderate	Heavy
charts	X		
graphs	X		
tables	X		
maps		X	

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
inquiry/hypothesizing			X
simulation			X
discussion			X
readings		X	

V. Goals and objectives

- . Basic ecological concepts
- . What conflict involves
- . Methods of changing what we don't like
- . Man's ethics involved in using the environment
- . An increase in awareness of environmental issues and their solutions. An awareness of the methods of solving some problems and bringing about change. (D.G.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
analytical papers		X
tests		X
participation in group and class activities		X

VII. Teacher recommendations

A. The evaluating teachers would teach this material again. Felt it held high student interest, provided adequate teacher guidance and developed concepts clearly.

B. "Some of the reading is very difficult. I suggest an alternative reading be substituted for Tragedy of the Commons." (D.G.)

C. Could supplement with outside readings and a unit on population.

Concepts and Inquiry Series:
Four World Views

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, change, self identity
Author(s)	Educational Research Council
Publisher	Allyn and Bacon
Availability	Allyn and Bacon, Inc. Ralston Park Belmont, California 94002
Cost	Student book $1.98; Teacher's guide $1.41
Teaching Time	3 - 6 weeks
Level	7th grade - 9th grade
Activities	Readings, inquiry activities, fiction, role playing, research projects, discussions, charts.
Testing Teachers	Scott Fitzgerrell, Foothill Intermediate, 7th grade. Linda Gregoriev and Barbara Stromberg, Clayton Valley High, 9th grade. Sharon Vogt, El Dorado Intermediate, 7th and 8th grades.
Comments	All evaluating teachers were quite excited and pleased by this unit's effect upon their classes. The material is very self-motivating and met a decided curriculum need to have religions' views treated from a global perspective. The teacher's guide was also recommended. It presented several alternatives for each day's lessons that allowed teachers to select on the basis of their own interest, strengths and resources. The four views selected by this unit are 1) Confucian, 2) Buddhist, 3) Hebrew, 4) Greek.
Recommendations	*Recommended unit:* 7th grade

George H. Larson
Staff, Materials Testing Program

June, 1973
Date

Concepts and Inquiry Series:
Four World Views

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Scott Fitzgerrell, Foothill Intermediate, 7th-8th grades, 2 classes, 1 month, April, 1973.
Linda Gregoriev, Clayton Valley High, 9th grade, 70 students, 4-5 weeks, May-June, 1973.
Barbara Stromberg, Clayton Valley High, 9th grade, 32 students, 2 weeks, May, 1973.
Sharon Vogt, El Dorado Intermediate, 7th-8th grades, 36 students, 4 weeks, April-May, 1973.

B. *Portion taught:* All____ Part____
Linda Gregoriev and Sharon Vogt: All
Barbara Stromberg: chapters 5 & 6

C. *Focusing concept:* The role of ideas (divine, universe, knowledge, art, truth) in cultural differentiation.

D. *Subconcepts:* change, diffusion, humanism, naturalism, polytheism, monotheism. Man's need for religion, importance of religion as it affects the history of mankind, development of a unique Hebrew culture, nature of religion, nature of historical evidence.

II. Preparation

A. *Time required, suggestions:* 1/2 hour to 1 hour per day.

B. *Supplementary materials needed:*
films: Buddhism CCC-EMS #6360
Gandhi 6139
filmstrip: Major World Religions IMC
The Bible
The Torah

III. Motivation

A. "To arouse students' interest in studying Chinese culture, I distributed Chinese fortune cookies and led a discussion of the controlling ideas of Confucius by placing a saying of Confucius in each cookie." (S.V.)

B. Students chose which culture (Buddhist, Judaism, Greek) they wanted to study and then had small group discussions on the controlling ideas of those cultures. (S.V.)

C. "Excellent format--pictures, maps, charts. Good reading level." (B.S.)

D. The material is self-motivating.

TEACHERS' EVALUATION

IV. Abilities required

A. *Reading level:* 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry/hypothesizing			X
discussion			X
display-making		X	
role-playing		X	
value clarification exercises		X	

V. Goals and objectives

- . To have students "understand the nature and importance of values and their relation to controlling ideas." (S.V.)
- . To show cultural borrowing and cultural diversity.
- . "To acquaint students with ideas of these four cultures and what is the significance of family, government, man and God in these four cultures." (L.G.)
- . "To expand the awareness of the students concerning the value systems and development of religious beliefs in a variety of cultures." (B.S.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
discussion		X
quizzes and tests		X
quiz questions and worksheet exercises	X	
page 9 of student text	X	

TEACHERS' EVALUATION

VII. Teacher recommendations

A. Teachers felt the teacher's guide gives excellent help, that the materials held high student interest and developed concepts clearly. They would want to teach all of this material again.

B. Would use guest lecturers available through World Affairs Council on Social Studies in San Francisco.

From Subject to Citizen

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Power and authority, change
Author(s)	Education Development Center
Publisher	Denoyer-Geppert
Availability	Denoyer-Geppert 5235 Ravenswood Avenue Chicago, Illinois 60640
Cost	Unit III: Student book $1.80, Teacher's guide $2.50 Unit IV: Student book $1.90, Teacher's guide $2.50 Unit V: Student book $2.45, Teacher's guide $2.50
Teaching Time	5 to 7 weeks for each unit
Level	8th grade
Activities	readings, role playing, simulations, discussion, research
Testing Teachers	Sheila Abdallah, Riverview Intermediate; Roberta Hatlestad and Ron Redding, Loma Vista Intermediate; Brenda McNeely, Pine Hollow Intermediate; all 8th grade
Comments	This is a U.S. history course with a difference. It approaches our history with a focus on the evolutionary growth of power for the individual from the time of being subject to the King to the time of being citizen in the Federal Constitution. Many "grabbers" are incorporated, such as role playing a town meeting or simulating early trade in the Empire Game. The testing teachers were most enthusiastic about these materials, but all noted certain difficulties with the readings, which are often original source materials. Because of the fresh insights into our history, the teachers felt that the readings were not a serious obstacle to widespread use of the series.
Recommendations	***Recommended unit:*** 8th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM
6-7-73

From Subject to Citizen:
Emergence of the American
Making of the American Revolution
We the People

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Sheila Abdallah, Riverview Intermediate, 8th grade, 70 students, 3 1/2 months, spring, 1973.
Roberta Hatlestad, Loma Vista Intermediate, 8th grade, 115 students, 13 weeks, December 1972 - February 1973.
Ron Redding, Loma Vista Intermediate, 8th grade, 115 students, 13 weeks, December 1972 - February 1973.
Brenda McNeely, Pine Hollow Intermediate, 8th grade, 70 students, 2 months, spring, 1973.

B. *Portion taught:* All _____ Part _____
Sheila Abdallah: Emergence of the American, Parts 1, 2, 3
We the People, first half, pages 7 - 31.
Roberta Hatlestad and Ron Redding: Emergence of the American and Making of the American Revolution

C. *Focusing concept:* Pertains to the development of the American nation and the history of Anglo-American political development. Emphasis on the uniqueness of the American experience.

D. *Subconcepts:*

. The American as a political animal, emerging from the Englishman.
. The development of the democratic system in America, its first failings, its struggles and its ultimate acceptance by the American people.
. How a group of people adapts and survives in an unfamiliar environment.
. The necessity of laws and rules in an unorganized society.
. Methods and escalation of protest in an unfavorable environment.

II. Preparation

A. *Time required, suggestions:* approximately an hour daily

B. *Supplementary materials needed:*
Synopsis of American History
The Stamp Act Crisis: Prologue to Revolution
"Good films available from Contra Costa County EMS on the Pilgrims, life in colonial America and the depression. There seem to be few supplementary materials available on the problems faced by very early colonists in terms of power structures or division of the land. There is a big gap between the period of early Pilgrims and the 18th Century colonial life." (S.A.)
record--A Brave New World
The Dream
Reality
films --Community in Williamsburg
Family Life in Williamsburg
The Nomination of Abe Lincoln
The Puritans

TEACHERS' EVALUATION

poem--Western Star, by Benet
field trip to the movie "Sounder"

III. Motivation

A. The material was somewhat self-motivating, but the readings could become tedious.

B. Special techniques and "grabbers" in the unit:
   Sudbury Town Meeting
   The Game of Empire
   worksheet--What Happened at Lexington, April 19, 1775?
   record--The Dream and the Reality
   activity--Frank Duncan

C. The wood cut prints and photographs added a great deal to the presentation of this unit.

D. High reading level resulted in some student frustration.

E. In some sections, (first part of the Emergence of the American, Part 3, for example), the teacher must do a great deal of filling in and explaining.

IV. Abilities required

A. *Reading level:* 9 - 12
"Too difficult for the average 8th grader." (S.A.)

B. *Skills*

Use of	None	Moderate	Heavy
Charts		X	
Graphs		X	
Tables		X	
Maps		X	
Inquiry			X
Art		X	
Role-playing		X	
Simulation		X	
Discussions (small, large, panel)			X
Inductive Processes			X

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
Readings			X
Activity sheets and exercises			X
Vocabulary			X
Interpretation and analysis			X

V. Goals and objectives

A. "Present concepts in such a way that helps students think historically and politically about the origins and the nature of their own political system." (S.A.)

B. "Examining differing ideologies of incentives for settling a new world, how the disaffected in a society find a voice, why coersion is applied by a state against a subordinate group within it, the nature of development of a democracy, and the necessity of alternative behaviors." (R.H., R.R.)

C. "Provide students with an opportunity to examine primary sources and make their own judgments based on evidence." (S.A.)

D. "Maximize student involvement. Set up a situation in which there is student interaction and participation and minimum teacher presentation." (S.A.)

E. Attempt to show students that history is one person's interpretation of what has happened in the past and that they, too, are capable of making an intelligent interpretation of history. A real effort to involve students in decision-making processes. (S.A.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
Classroom Environment Checklist	X	
Thinking About My Thoughts	X	
student involvement and self-motivation		X
pre-post test		X
quiz		X
performance/class discussion		X

TEACHERS' EVALUATION

VII. Teacher recommendations

A. Except for the real disadvantage of the high reading level which sometimes hindered the attainment of the goals and objectives, the materials held high student interest, provided adequate teacher guidance and developed concepts clearly.

B. Teachers would use these materials again but would provide more background resources and role-play and listening activities.

C. Try to break up the readings with active exercises.

D. "Introduce new concepts and continually reinforce materials previously covered. I see this unit as a continuum, each part is very important to the series." (S.A.)

E. "Allow time between units for break. Weekly check of comprehension of material." (R.H., R.R.)

F. "I would try this unit again at the beginning of the year to allow more time. Beautiful for a complete comprehension of the development of American democracy." (R.H., R.R.)

Images of People

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Self Identity
Author(s)	SRSS: Episodes In Social Inquiry
Publisher	Allyn & Bacon, Inc.
Availability	Allyn & Bacon, Inc. Ralston Park Belmont, Calif. 94002
Cost	Student book $6.30/10; teachers' guide $1.02
Teaching time	Ranges from 2 1/2 to 6 weeks
Level	7th to 10th grade
Activities	Readings, questionnaires, role playing, surveys, discussion
Testing teachers	Dewitt Glasgow, Irvington High, 10th grade, (Fremont Unified District). Jack Hubbs, Brenda McNeely, Marvin Tauber, Pine Hollow Intermediate, 7th and 8th grades.
Comments	(1) This booklet got a very mixed reaction from the testing teachers. They both liked and disliked this unit. (2) Some activities went well in the classroom and others died a terrible death. (3) The reading is quite difficult for the age groups in this testing bloc. (4) Teachers felt that kids particularly in suburbia need to break their own stereotyped thinking. It is too bad that this booklet didn't always do this.
Recommendations	(1) Teachers select only some of the activities from the booklet, ones in which they feel comfortable. (2) That teachers who do not have a background in statistics avoid several activities.

Recommended unit: placement 12th grade.

George N. Larson

Staff, Materials Testing Program

April, 1973

Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Dewitt Glasgow, Irvington High (Fremont, Calif.), 10th grade, 90 students, October, 1972.
Jack Hubbs, Pine Hollow Intermediate, 7th and 8th grades, 60+ students, six weeks, November-December, 1972.
Jack Kennett, Clayton Valley High, 11th grade, February, 1973.
Brenda McNeely, Pine Hollow Intermediate, 7th grade, 30 students, 4-6 weeks, November-December, 1972.
Marvin Tauber, Pine Hollow Intermediate, 7th and 8th grades, 60+ students, six weeks, November-December, 1972.

B. *Portion taught:* All ______ Part ______
(The teachers varied)

C. *Focusing concept:* Stereotypes

D. *Subconcepts:*
(1) Stereotypes distort our perception of reality.
(2) Selective perception acts as a filter in our minds.
(3) Stereotypes are difficult to change.

II. Preparation

A. *Time required, suggestions:* "2 hours before each lesson." (B.Mc)
"I hour before each lesson." (J.H., M.T.)

B. *Supplementary materials needed:*
Teachers evaluating this material used:
"Man: A Cross-Cultural Approach" (fs)
"Joshua" (film)
"Eye of the Beholder" (film)

III. Motivation

A. The evaluating teachers agree that the material was not self-motivating and required continual motivating activities by the teacher.

B. "These kids are so removed from other races, it's a difficult subject to interest them in. They do not have set stereotypes yet, though -- just vague generalities." (B.Mc)
"Isolated cultural environment of suburbia leaves little focused stereotyping at this age level. Very vague generalization." (J.H., M.T.)

C. The supplementary films and the girl watcher experiment and the surveys generated student interest.

IV. Abilities required

A. *Reading level:* 10 - 12 grade

B. *Skills*

Use of	None	Moderate	Heavy
Inquiry			X

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
written work		X	
statistics			X
questionnaires			X
graphs		X	
readings			X
role playing		X	
survey			X
discussion			X
analysis			X

V. Goals and objectives

A. To teach more accurate perceptual skills.

B. To teach the importance of caution in judging other people.

C. To teach that no two people see things the same way.

D. To teach about the nature of stereotyping, that stereotypes exist and why.

E. To teach that people are individuals.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
essay		X
self evaluation		X
performance/class discussion		X
survey	X	
summary evaluation sheet	X	

TEACHERS' EVALUATION

VII. Teacher recommendations

A. "Material too difficult for intermediate grade level." (J.H., M.T.) "Do not use this material on intermediate level unless certain things are left out or modified, ie. reading material." (B.Mc.)

B. "Conduct both surveys but dictate the first one to speed up the process." (G.J.)

C. "Continue through the unit in consecutive class sessions instead of breaking it up in 2-3 day segments over several weeks." (G.J.)

D. Reading level and material in general is very advanced. Most students found it difficult (almost impossible) to do the tabulations for 'girl watchers'.

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, Change
Author(s)	Margaret Branson
Publisher	Ginn and Company
Availability	Ginn and Company 2550 Hanover Palo Alto, California 94304
Cost	student book $2.28 teacher's guide $2.67
Teaching Time	Not applicable. Book is meant to supplement U. S. History textbooks.
Level	8th and 11th grades
Activities	Readings, role-playing, discussions, questions
Testing Teachers	Suzette Ferguson, El Dorado Intermediate, 7th and 8th grades.
Comments	This book is designed to supplement regular U. S. History materials. It presents scenarios, arranged chronologically, designed for use in class for discussions, role-playing and student projects. The materials are at a low reading level and have several short dramas that could be read aloud or acted out by students.
Recommendations	*Recommended for further testing:* 8th and 11th grades.

George N. Larson
Staff, Materials Testing Program

May, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:* Suzette Ferguson, El Dorado Intermediate, 7th and 8th grades, 25-30 students, "used during one 9-week quarter, although it might be used periodically during a full school year" (S.F.), February-May, 1973.

B. *Portion taught:* All ____ Part _X_

C. *Focusing concept:* Investigating U. S. History through folklore, poetry, dialogues, letters, diaries, songs, pictures, etc.

D. *Subconcepts:* History is composed of discrete events and personalities.

II. Preparation

A. *Time required, suggestions:* Evaluating teacher unable to estimate.

B. *Supplementary material needed:* "This book is a supplement. It could be used with a U. S. History textbook such as Quest for Liberty." (S.F.)

III. Motivation

A. The material was self-motivating.

B. "Mainly because these inquiry experiences are so novel or interesting, the class enjoys doing them together." (S.F.)

C. "I used these inquiry experiences for the 'grabbers' as I introduced new areas of U. S. History to be investigated." (S.F.)

IV. Abilities required

A. *Reading level:* 7th and up

B. *Skills*

Use of	None	Moderate	Heavy
inquiry			X
charts		X	
graphs		X	
tables		X	
maps		X	
role-playing			X
simulation			X

DVEP/MDUSD MATERIALS TESTING PROGRAM
Inquiry Experiences in American History

TEACHERS' EVALUATION

V. Goals and objectives
   A. "To acquaint the student with the inquiry or investigative method." (S.F.)

   B. "To provide students with interesting episodes of history that they could explore further." (S.F.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
class participation (informal)		X

VII. Teacher recommendations
   A. The material held high student interest, provided adequate teacher guidance, and developed concepts clearly.

   B. "Pick and choose carefully! As certain areas of U. S. History are studied, look for experiences in this book that will enhance what you are studying." (S.F.)

   C. "...an extremely valuable supplementary material." (S.F.)

Concepts and Inquiry Series:
Interaction of Cultures

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, change
Authors	Educational Research Council
Publisher	Allyn and Bacon
Availability	Allyn and Bacon, Inc. Ralston Park Belmont, California 94002
Cost	Student book $2.22, Teacher guide $1.41
Teaching time	4 - 7 weeks
Level	7th - 9th grades
Activities	Readings, inquiry and inductive lessons, research projects, role plays
Testing teachers	Cissie Hill, Foothill Intermediate, 7th grade
Comments	This appears to be another excellent unit book from the Concepts and Inquiry Series (there are 12 units in all). The series was supposedly designed for the 5th through 7th grades but appears to be more appropriate for the 7th through 9th grades. Students are introduced to concepts in the Concepts and Inquiry Series through the use of the phrase "controlling ideas." The controlling ideas presented in Interaction of Cultures are imperialism, culture contact, and nationalsim. The content covered deals both with Chinese imperialism under the Manchus and with Western imperialism in many sections of the globe.
Recommendations	*Recommended for further testing*

George N. Larson
Staff, Materials Testing Program

June 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Cissy Hill, Foothill Intermediate, 7th grade, 65 students, April, 1973.

B. *Portion taught:* All X Part ____

C. *Focusing concept:* Various results can occur when cultures interact.

D. *Subconcepts:* acculturation, assimilation, segregation, apartheid, genocide, imperialism, Westernization, nationalism.

II. Preparation

A. *Time required, suggestions:* Necessary to read the book, figure out the simulation game and write up the units.

B. *Supplementary materials needed:*
CultureContact game, available from DVEP
India, available from DVEP
Voices of Emerging Nations, state adopted 7th grade text
Communist China, AEP unit book, available from DVEP
Star Power game, available from DVEP.

III. Motivation

A. "As long as the book was used as a resource for the individualized units, no motivation was necessary. When it came time to just read, it was not self-motivating." (C.H.)

B. CultureContact game

IV. Abilities required

A. *Reading level:* 7th to 8th

B. *Skills*

Use of	None	Moderate	Heavy
readings			X
charts		X	
graphs	X		
tables	X		
maps		X	

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
inquiry		X	
discussion		X	
simulation		X	
panel quiz		X	

V. Goals and objectives
- . "To understand the 19th century as the logical outgrowth of the events preceding it.
- . To consider cultural interaction as the most important phenomenon occurring in the 19th century.
- . To use interdisciplinary approach
- . To give the students a better understanding of how people and cultures relate to each other.
- . To be able to use the data and the vocabulary to relate to today's interaction problems." (C.H.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
tests		X

VII. Teacher recommendations

A. The evaluating teacher would teach this whole unit again. It held student interest, provided adequate teacher guidance, and usually developed concepts clearly.

B. . "Do not emphasize scoring on the simulation games.
- . Do allow individual decisions about which area of study a student wants to pursue and divide up the material into China, India, and Africa, allowing for comparisons to come out in discussion.
- . A complete unit is produced in the first 99 pages. After that the chapters are more individual." (C.H.)

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Authority
Author (Editor)	Dr. William Goodykoontz
Publisher	Scholastic Book Services
Availability	Scholastic Book Services 261 Hamilton Avenue Palo Alto, California
Cost	Student book $1.50; Teacher's guide $3.00; Student logbook [illegible]; Record $5.25; Posters, set of 8 $3.75.
Teaching Time	4 - 8 weeks
Level	7th and 8th grades with a reading level of 4 - 6.
Activities	Reading, viewing media, role-playing, discussion, simulation, field trips and outside speakers.
Testing Teachers	Carol Gray, Loma Vista Intermediate, 7th grade Helen Hansen, Pacifica High, 9th grade John Millar, Pacifica High, 10th grade Ron Remington, Pacifica High, 9th grade Katy Muus, Helen Murphy, Marj Powell, Loma Vista Intermediate, 7th grade Ruby Wilhite, Riverview Intermediate, 8th grade.
Comments	All testing teachers found this to be an excellent unit on law, rights and responsibilities, the court system and the human changing nature of law. It maintained interest from 7th to 10th grade as well or better than most other materials used by these teachers. It provided a sound framework for both individualized classes and ones taught as a group. It helped students to relate questions of law and authority directly to their own lives. It was especially useful to students who had had unpleasant encounters with the law and police already.
Recommendations	1. Use this unit to teach about law especially with students of low reading ability, but in no way limit to them. 2. Supplement the unit with other media and activities noted in the teachers' evaluation. 3. Precede the unit with activities showing what society is like without law or authority and/or with information on the Constitution as a basis for local law.

Recommended unit: 7th and 8th grades

Robert E. Freeman
Staff, Materials Testing Program

June, 1973
Date

Law: You, the Police and Justice

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Carol Gray, Loma Vista Intermediate, 7th grade, 60 students, 4 weeks, February, 1973.
Helen Hansen, Pacifica High, 9th grade, 4 classes, 5 weeks, January, 1973.
John Millar, Pacifica High, 10th grade, 1 class, 1 month, February, 1973.
Ron Remington, Pacifica High, 9th grade, 4 classes, 5 1/2 weeks, February, 1973.
Katy Muus, Helen Murphy, Marj Powell, Loma Vista Intermediate, 7th grade, 188 students, 2 weeks 2 periods per day, April-May, 1973.
Ruby Wilhite, Riverview Intermediate, 8th grade, 85 students, 8 weeks, December 1972 - January 1973.

B. *Portion taught:* All _X_ Part____

C. *Focusing concept:* law and law enforcement in society

D. *Subconcepts:* the court system, rights and responsibilities of citizens, "higher law", protection, punishment, human error.

II. Preparation

A. *Time required, suggestions:* Although the material could be self-teaching, the evaluating teachers spent many hours in preparation.

B. *Supplementary materials needed:*
magazine and newspaper articles
Liberty Under the Law, AEP
Antigone, fifth grade version
films: Due Process of Law Denied, Bill of Rights in Action Series, The Giddeon Case. Available CCC-EMS.
The Constitution of the United States
filmstrip: Youth and the Law
game: Police Patrol. Available from DVEP.
Learning Magazine, March 1972 issue
field trips, courts in Concord and Martinez
guest speakers (eg. Mr. Bergamini, Probation officer)
Individualized Contracts (See Katy Muus, Loma Vista Intermediate, for samples.)

III. Motivation

A. Good pictures, good record

B. Plays and cartoons

C. "Nearly all of the exercises were self-motivating." (H.H.) "It was the first book I have ever used with the class that they really looked forward to using." (R.W.)

IV. Abilities required

A. *Reading level:* 4 - 6 grade

TEACHERS' EVALUATION

D. *Skills*

Use of	None	Moderate	Heavy
charts	X		
graphs	X		
tables	X		
maps	X		
inquiry/hypothesizing			X
discussion			X
role-playing			X
simulation			X
analysis			X

V. Goals and objectives

- "To give students a more sophisticated and positive understanding of the law and its workings." (H.H.)
- "To introduce the concept of law as a changing idea, to help students think about different attitudes towards law, to generate interest in finding out how law enforcement operates and how rights may be protected by law." (C.G.)
- "To acquaint students with their rights and duties. To get students to consider the alternative behaviors they could use when confronted by authority and the law." (R.W.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
students wrote endings to articles and plays		X
vocabulary test		X
observation		X
essays, reports		X

TEACHERS' EVALUATION

VII. Teacher recommendations

A. Teachers would teach all of the material again. It held very high student interest, provided good teacher guidance and developed concepts clearly.

B. Teachers felt a preliminary unit on the Constitution and Constitutional law would be very helpful.

C. Encourage students to relate the events and activities to their own lives.

Opposing Viewpoints Series:
Liberals and Conservatives

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Values and Valuing Process, Change, Authority and Power.
Author(s)	Opposing Viewpoints Series: Bender & McCuen, editors.
Publisher	Greenhaven Press
Availability	Greenhaven Press Box 831, Anoka, Minnesota 55303
Cost	books $1.65 each "map" games $ .95 each
Teaching Time	2 - 4 weeks
Level	7th - 12th grades
Activities	readings, discussion, group decision-making based on "maps"
Testing Teachers	Cissy Hill, Foothill Intermediate, 7th grade.
Comments	The booklet and "map" should be used in tandem. The book contains readings that represent the range of opinion on the issue suggested in the title. The "map" is the most novel part of the materials and probably the more useful if the teacher wants students to be practicing group problem-solving. The particular "map" that accompanies Liberals and Conservatives contains 4 group activities, all based upon students Planning Tomorrow's Society.
Recommendations	*Recommended for further testing:* 12th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

Opposing Viewpoints Series:
Liberals and Conservatives

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Cissy Hill, Foothill Intermediate, 7th grade, 30 students, two weeks, April, 1973.

B. *Portion taught:* All ____ Part X

C. *Focusing concept:* People have differing opinions on public issues.

D. *Subconcepts:* Four broad categories: radical, liberal, conservative, reactionary. One label seldom fits one person for all issues.

II. Preparation

A. *Time required, suggestions:* Approximately one-half hour before each class session.

B. *Supplementary materials needed:* newspaper and magazines

III. Motivation

A. The introduction and definitions lead to good class discussion.

B. Students brought in articles which had a particular point of view--good class discussion.

C. Students discussed cartoons in the book and were asked to create political cartoons expressing a particular point of view.

D. "Constructing a Future Society" game is excellent, motivational, culminating activity. Lead to good class discussion.

E. "The books needed constant motivating activities by the teacher, but the future planning games were highly self-motivating." (C.H.)

IV. Abilities required

A. *Reading level:* 9 - 12 grade

B. *Skills*

Use of	None	Moderate	Heavy
reading		X	
charts		X	
graphs	X		
tables		X	
maps	X		

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
discussion			X
analysis			X
inquiry		X	

V. Goals and objectives
  A. "To enable students to understand labels." (C.H.)

  B. "To enable students to recognize certain points of view represent certain labels." (C.H.)

  C. To enable students "to realize what a radical, liberal, conservative and reactionary are and to apply these terms to selected readings." (C.H.)

  D. To enable students to keep from making value judgments on points of view and to distinguish between fact and opinion.

  E. To enable students to express their own points of view.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
written test		X
performance/class discussion		X

VII. Teacher recommendations
  A. The evaluating teacher would teach parts of this unit again.

  B. Reading level too difficult for 7th graders. Concepts excellent.

  C. "Don't assign students to just read the material. It is too hard for 7th graders that way. It is better used as a framework for definitions and certain examples." (C.H.)

  D. "Do read and discuss definitions aloud. Do pick out high interest sections: 'How to cheat on welfare,' political cartoons." (C.H.)

  E. "Use more supplementary resources, filmstrips, etc. Build up a collection of good examples of different points of view." (C.H.)

Life Cycle

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence
Author(s)	Persing, Bailey and Kleg
Publisher	Anthropology Curriculum Project
Availability	Anthropology Curriculum Project University of Georgia Dudley Hall Athens, Georgia 30601
Cost	Student book and teacher's guide (1 copy of each), $8.00
Teaching Time	2 - 6 weeks
Level	7th to 9th grade
Activities	reading, discussions and teacher-added activities
Testing Teachers	Susan Couch, College Park High, 9th grade
Comments	The student materials present the concept of life cycle through the cultures of four peoples: the Tiv, Balkan peasants, traditional Chinese and Americans. A complicating factor for students is that the book moves from culture to culture as each step of the life cycles is treated. The material is still in pre-commercial publication form and still is a bit rough. The teacher's book is not meant to serve as a day-by-day aid to the classroom. Rather, it is a parallel course for teachers on the concepts.
Recommendations	*Recommended for further testing:* This could be tested at either the 7th or 9th grade levels.

George N. Larson
Staff, Materials Testing Program

May, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM
5-24-73

Life Cycle

DVLP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Susan Couch, College Park High, 9th grade, 2 classes of 30 students each, 13 school days, February, 1973.

B. *Portion taught:* All ____ Part X Pages 26, 28, 29, 30, 44, 46, 48, 50, 59, 61, 63, 78, 79, 81, 82, 83, 85.

C. *Focusing concept:* That the stages of life are a fundamental characteristic of all living things.

D. *Subconcepts:* Culture, anthropological methods of study, factors influencing the continuum of life, case studies.

II. Preparation

A. *Time required, suggestions:* 8 hours before starting unit and about a half hour before each lesson.

B. *Supplementary materials needed:*

1. world map
2. Read 'Hopi Way of Life' in Introduction to the Behavioral Sciences pgs. 93-98 and then make a road map of the Hopi life cycle and then of the American life cycle.
3. Film from CCC-EMS "And Now Miguel"
4. Material can be taught strictly as written

III. Motivation

A. (See "B." under Preparation.)

B. The material was not self-motivating and required continual motivating activities by the teacher.

IV. Abilities required

A. *Reading level:* 7 - 9

B. *Skills*

Use of	None	Moderate	Heavy
map		X	
inquiry		X	
reading		X	
comparison/ contrasting			X

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
generalizing			X
discussion			X
analysis			X
inductive questioning			X
written work		X	
questionnaire/ survey		X	

V. Goals and objectives

A. To expose students to different life styles.

B. To help students learn some of the reasons why people act differently.

C. To provide a background for individuals with different experiences and upbringing, so that they can relate to each other in a more meaningful manner.

D. To guide the student to a better understanding of himself and the difficulties of the stage he is in.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
readings	X	
discussion questions	X	
test questions	X	
projects	X	
written paper		X
questionnaire		X
wall display chart		X

VII. Teacher recommendations

- "Read the student book thoroughly.

TEACHERS' EVALUATION

- Have your own goals clearly in mind.
- Develop some group and class activities to add interest and create motivation.
- Be prepared that students get confused switching from one culture to another.
- Decide how you are going to deal with the material on China since it describes traditional, not modern Chinese culture." (S.C.)

Use as a unit for 9th grade culture-anthropology course.

The evaluating teacher would use this material again, in parts.

Loyalties: Whose Side Are You On?

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept(s)	Authority and obligation, values and valuing process
Author(s)	Contact Series
Publisher	Scholastic Book Services
Availability	Scholastic 261 Hamilton Ave. Palo Alto, California
Cost	Student book $1.50 Teacher's guide $3.00 Logbook $ .30
Teaching Time	4 weeks
Level	7th grade
Activities	readings (stories, plays, poems and pictures), logs, record, role-playing, discussions
Testing Teachers	Carol Gray, Barbara Williams and Helen Murphy Loma Vista Intermediate, 7th grade
Comments	This unit, Loyalties, deals with problems, issues and values questions that are necessary for adolescents to confront. The book investigates the nature of loyalty itself and then considers the particular problems of loyalties to family, to friends, to ethnic group and finally to country. The reading level is low (4th to 6th) but the tone is not condescending. The testing teachers commented on the high interest level of their students. For teachers who use role-playing, there are many situations presented that lend themselves to role-playing.
Recommendations	*Recommended unit:* 7th grade

George N. Larson
Staff, Materials Testing Program

May, 1973
Date

UWEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Carol Gray, Loma Vista Intermediate, 7th grade, 60 students (2 classes), 4 weeks, January, 1973.
Helen Murphy, Loma Vista Intermediate, 7th and 8th grades, 30-35 students, 4 weeks, January, 1973.
Barbara Williams, Loma Vista Intermediate, 7th grade, 30-35 students, 4-5 weeks, January, 1973.

B. *Portion taught:* All__X__ Part____

C. *Focusing concept:* Loyalties are important to our lives and to our society, are expressed in various ways, and are sometimes in conflict with each other.

D. *Subconcepts:* Different loyalties (family, friends, country, ethnic group) and the conflicts they can create. Symbols for loyalty. Need for loyalty. Constructive and destructive loyalties.

II. Preparation

A. *Time required, suggestions:* Two hours or so at the beginning of the unit and 15-30 minutes daily thereafter.

B. *Supplementary materials needed:*

1. Films: (available at CCC-EMS)
Boundary Lines, #2039
The Hat - Is This War Necessary?, #6657
A Time Out of War, #6606
Is It Always Right to Be Right?, #1269-2
Note: "All are excellent films." (C.G.)
2. Teacher needs to make a few dittoes of logbook activities.
3. Students need a folder or composition book to write logbook so as not to use the disposables.

III. Motivation

A. This material was very self-motivating, and the students responded to almost all the readings and activities.

B. "The idea of using the logbook as an ungraded project, one where students could freely express their opinions without being judged, worked very well." (C.G.)

C. "Most techniques suggested in the guide worked well. Two that were especially successful were the Hunters and the Bear skit (p. 18) and the preparation for 'Breaking the Ranks' (p. 39)." (C.G.)

D. Interest was very high for the cartoons. "Made starting class discussion easy and set an atmosphere conducive to further discussions throughout the unit." (C.G.)

E. Skits and plays generally very motivating and involving for students.

TEACHERS' EVALUATION

IV. Abilities required
   A. *Reading level:* 4th - 6th grade

   B. *Skills*

Use of	None	Moderate	Heavy
problem solving			X
decision making			X
inquiry			X
hypothesizing			X
reading		X	
discussion			X
group work			X
dramatics			X
written work		X	

V. Goals and objectives
   A. "To help students read, speak, and write better." (C.G., B.W.)
   B. "To help them learn more about a subject of importance to themselves and to society." (C.G., B.W.)
   C. To help students learn to think critically.
   D. To stimulate participation by students in the learning process.
   E. "To encourage students to express their feelings and improve their ability to communicate their ideas." (C.G.)
   F. To increase students' understanding of their own and others' loyalties to help them develop a sense of empathy with others.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
students' evaluations		X
performance/class discussion		X
performance/problem solving and decision making		X
logbook	X	
questionnaire		X
teacher observation		X

TEACHERS' EVALUATION

VII. Teacher recommendations

A. The evaluating teachers would teach all of the unit again and would follow the unit lesson plans and suggestions. They felt these were detailed and well thought out.

B. The material is clear in its concepts, provides adequate teacher guidance, and holds high level of student interest.

C. Do try the introductory and optional activities suggested.

Making Value Judgments

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Values and Valuing Process, Identity
Author(s)	Carl A. Elder
Publisher	Charles E. Merrill Publishing Co.
Availability	Charles E. Merrill Publishing Co. c/o Richard L. Brown Western Regional Manager 366 Conway Drive Danville, California 94526
Cost	Student book $2.25; Teacher's guide $1.00
Teaching Time	3 - 6 weeks
Level	7th - 12th grades
Activities	Readings, inquiry, decision-making, role-plays
Testing Teachers	Nancy Piedmonte, El Dorado Intermediate, 7th and 8th grades
Comments	Making Value Judgments exposes students to the nature of values and the steps to decision-making. Students make choices from several alternatives and then consider the possible consequences of each choice. The testing teacher reported high involvement of her students, but also said she tailored some of the book to be more appropriate for 7th and 8th grade students. The book did provide a vehicle for the pressures and expectations of individuals fulfilling certain roles. There are good opportunities for role reversal activities.
Recommendations	*Recommended for further testing:* 7 - 12 grades

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Nancy Piedmonte, El Dorado Intermediate, 7th and 8th grades, 38 students, 3 weeks, April, 1973.

B. *Portion taught:* All_____ Part_X__
Chapters 1-4 and part of 5.

C. *Focusing concept:* Values, valuing process, decision-making.

D. *Subconcepts:* Identity, roles of the individual in society and how they affect his values, ethics.

II. Preparation

A. *Time required, suggestions:* Approximately 4 hours prior to introduction; 3 hours per week during the unit.

B. *Supplementary material needed:* The unit can stand alone, the Profiles within the chapters providing contemporary examples.
Newspapers
Role-playing script 'Combo' from ACE

III. Motivation

A. "While the reading was self-motivating, it's necessary to set up relevant situations in order for students to implement the processes about which they are reading." (N.P.)

B. Students conducted interviews of adults, teens, senior citizens and toddlers asking them, "What two things do you value most in life?" Compiled results.

C. Students brought a replica of the material thing they value most and told the class why.

IV. Abilities required

A. *Reading level:* 7 - 12

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
reading			X
analysis			X
discussion			X

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
role-playing			X
interviewing			X
written work		X	
hypothesizing/making predictions		X	
simulation		X	

V. Goals and objectives

A. "To make students aware of the valuing processes, of the many situations they encounter requiring their use of these processes, and of their own ability to make responsible decisions and judgments based on all considerations pertinent." (N.P.)

B. For students to see that "values usually motivate behavior, that society's progress and problems can often be attributed to the values held by its people, that conflict occurs when our behaviors conflict with our values and that behavior is influenced by role expectations and values." (N.P.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
test		X
class discussion		X

VII. Teacher recommendations

A. The testing teacher felt that the material is excellent and will use it again.

B. Held student interest; did not provide adequate teacher guidance; developed concepts clearly. "Most concepts are easily understandable, but the interconnection of one to the other should be practiced frequently with relevance to students' own roles." (N.P.)

C. Good to use at the beginning of the year to provide background for analysis of values in literary figures, in various cultures, in various elements of a society, etc. throughout the year.

Man: A Course of Study

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Self Identity, Values and Valuing Process
Author(s)	Education Development Center
Publisher	Curriculum Development Center
Availability	Curriculum Development Association Suite 414 1211 Connecticut Avenue, N.W. Washington, D. C. 20036
Cost	Many varied materials at different prices are available.
Teaching Time	6 - 18 weeks
Level	5th - 7th grade
Activities	Readings, simulations, inquiry, role-playing, discussions, etc.
Testing Teachers	Sharon Vogt, El Dorado Intermediate, 7th grade.
Comments	MACOS is a well-conceived, intricate curriculum package. The central question that is raised is 'What makes man human?' To teach MACOS, a teacher really needs to identify the point of view of this curriculum as it will call upon certain types of teacher behaviors. It is strongly urged that interested teachers join an introductory workshop designed on this course (contact Bob Watanabe of the County Dept. of Education).
Recommendations	*Recommended for further testing:* 7th grade

George N. Larson
Staff, Materials Testing Program

May, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Sharon Vogt, El Dorado Intermediate, 7th-8th grades, 30 students, 9 weeks to a year, February-May, 1973.

B. *Portion taught:* All _X_ Part ____

C. *Focusing concept:* The following behaviors make man human: 1) his ability to communicate, 2) his ability to cope with change, and 3) his ability to make judgments shaped by the culture in which he lives.

D. *Subconcepts:*

. "The study of the life cycle exposes learning as a principal activity of man.

. Man's dependency on learning allows for an immense range of adaptive behavior, as evidenced by the differences between cultures and the possibility of rapid changes within a culture.

. The participation of parents in the development of the young is more complex in man than in any other animal species." (S.V.)

II. Preparation

A. *Time required, suggestions:* Teacher should take workshop before the course and plan to spend one hour per day minimum preparation.

B. *Supplementary materials needed:*
Films available at CCC-EMS:

Animal War-Animal Peace	#5601
Dr. Leakey and the Dawn of Man	6741
Autumn River Camp I	6646
Autumn River Camp II	6647
Winter Sea Ice Camp I & II	6632
Winter Sea Ice Camp III & IV	6633

III. Motivation

A. "Students constructed 'life ropes' the first few days of the course, thus facilitating a discussion of life cycles and getting to know each other a little better." (S.V.)

B. Films

C. Activities suggested in teacher's guide

D. Students especially enjoyed role-playing a baboon troop.

E. The material is self-motivating and does not require continual motivating activities by the teacher. "The materials and activities suggested in the teacher's guide practically teach themselves." (S.V.)

TEACHERS' EVALUATION

IV. Abilities required

A. *Reading level:* 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
graphs	X		
charts		X	
tables		X	
maps		X	
inquiry			X
role-playing		X	
discussion			X
simulations			X

V. Goals and objectives

A. "To stimulate students to think about the nature of man by providing them with interesting studies of animal behavior and human groups taken from recent work in the behavioral sciences and anthropology." (S.V.)

B. "That children will come to understand that what we regard as acceptable behavior is a product of our culture." (S.V.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
discussion		X
student analysis		X
written test		X
attitudinal survey		X

VII. Teacher recommendations

A. "I would teach this course as an elective and make it either a semester course or one that lasted 9 - 12 weeks." (S.V.)

B. "Do read the teacher's guide thoroughly. Try to have a conference with a teacher who has taught the course. Extension courses are available through C.S.U.,Sac.' (S.V

Man's Attitudes

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Self identity
Authors	Center for the Study of Instruction
Publisher	Harcourt Brace Jovanovich, Inc.
Availability	Harcourt Brace Jovanovich, Inc. Polk and Geary San Francisco, California 94109
Cost	Student book, $1.44; teacher's guide, $1.95
Teaching time	4 - 8 weeks
Level	Seventh grade
Activities	Inquiry-oriented discussion stimulated by pictures, some graphs, charts, and tables.
Teaching teachers	Susan Couch at College Park High and Rita Zwerdling at Valley View Intermediate
Comments	The book has a highly stimulating format and easy vocabulary level, but the concepts of stereotyping, perception, and values are difficult. Student reaction to and understanding of behavioral psychology varied considerably in the cases of the two testing teachers. The book's most successful feature is its pictures, which have great potential for inquiry lessons. At its best, the unit does help give students an understanding of attitudes, perception, and stereotyping, prejudice and advertising techniques, and can help bring about positive attitudinal changes.
Recommendations	(1) "Read the entire unit and guide thoroughly and write your objectives in behavioral terms. Decide what material relates directly to your objectives and exclude the rest; students get bogged down in the details." (SC) (2) "Give special emphasis to the pictures." Use pre and post-unit attitude survey. (RZ)

Recommended unit: 7 - 9 grade

Pat Nyhan
Staff, Materials Testing Program

May 24, 1973
Date

Man's Attitudes

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Susan Couch, College Park High, 9th grade, 60 students, 25-29 days, May, 1973.
Rita Zwerdling, Valley View Intermediate, 7th grade, 120 students, 8 weeks (using 2-3 periods weekly), April, 1973.

B. *Portion taught:* All__X__ Part_____

C. *Focusing concept:* attitudes, basic principles of behavioral psychology.

D. *Subconcepts:* perception, prejudice, beliefs, values.

II. Preparation

A. *Time required, suggestions:* about 1 hour per class period

B. *Supplementary materials needed:* filmstrip, "Man: A Cross-Cultural Approach", available in MDUSD IMC.

III. Motivation

A. "Material was self-motivating." (R.Z.)

B. "Even though the book is filled with grabbers, the students 'hated' the content...The unit is an attractive package, but it was like pulling teeth to teach it." (S.C.)

IV. Abilities required

A. *Reading level:* 7th grade. Concept complexity is much higher.

B. *Skills*

Use of	None	Moderate	Heavy
readings			X
graphs		X	
charts		X	
tables		X	
maps	X		
inquiry			X
discussion			X

V. Goals and objectives

A. "basic behavioral science concepts" (R.Z.)

TEACHERS' EVALUATION

B. "to explain the attitudes which cause prejudice; devise plans for changing attitudes; use the scientific method of observation; recognize that different perceptions result in different attitudes." (S.C.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
Pre and Post-unit attitude survey (R.Z.)		X
Student designed ads (S.C.)		X

VII. Teacher recommendations

A. One teacher (R.Z.) felt the unit was highly motivating (especially the pictures); it made the students verbalize common sense psychology in behavioral terms; and its rational, low-key treatment of prejudice caused the students to change their racial stereotypes.

B. The other teacher (S.C.) thought the unit confusing conceptually and said the students "disliked using the book for any other purpose but looking at the pictures."

Man's Economic World

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, conflict
Author(s)	Center for the Study of Instruction
Publisher	Harcourt, Brace, Jovanovich, Inc.
Availability	Harcourt, Brace, Jovanovich, Inc. Polk and Geary Streets San Francisco, California 94109
Cost	Student book $1.59; Teacher's guide $1.95
Teaching Time	3 - 5 weeks
Level	7th - 9th grades
Activities	Readings, discussion, student projects, inquiry lessons
Testing Teachers	Lars Ekdahl, Clayton Valley High, 9th grade Jeff McCreary, Pine Hollow Intermediate, 7th and 8th grades

Comments

This is another title from the series Concepts and Values. Man's Economic World presents the student with the picture of world trade and develops the idea of increasing national economic specialization in a world that is growing increasingly interdependent. The unit is typical of the rest of the series. (See comments on the Man in Culture staff report.) The series is comprised of two parts, each title being available separately:

Part I Sources of Identity	Part II Settings for Change
1. Man as Individual	1. Man in Groups
2. Man as Group Member	2. Man's Attitudes
3. Man in Culture	3. Man's Governments
4. Man as Policy Maker	4. Man's Settlements
5. Man in His Environment	5. Man's Economic World
6. Man as Producer	6. Man's Changing Cultures

Recommendations

Recommended unit: 7th and 9th grades

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Lars Ekdahl, Clayton Valley High, 9th grade, 80 students, 3 weeks, April, 1973.
Jeff McCreary, Pine Hollow Intermediate, 7th and 8th grades, 30 students, 4 weeks, March, 1973.

B. *Portion taught:* All____ Part____
Ekdahl: pgs. 1 - 41
McCreary: All

C. *Focusing concept:* Interdependence

D. *Subconcepts:* Man's physical and psychological needs, human capital and natural resources, scarcity, trade and trade barriers, efficiency and costs, areas of specialization, ethnocentrism, unity or nationalism, rich and poor nations.

II. Preparation

A. *Time required, suggestions:* 20 hours

B. *Supplementary material needed:*
Starpower game, available from DVEP

Films:	Flavio	CCC-EMS #5706
	Can the Earth Provide?	6145
	People by the Billions	6140
	To Each a Rightful Share	6143
	Appalachia-Rich Land, Poor Land	5966

Newspaper

III. Motivation

A. Testing teachers did not find the material self-motivating, and frequent motivating activities were needed.

B. Motivational activities, suggestions:

. Oral readings of student-prepared chamber of commerce brochures for local community.

. Economic areas of specialization--Groups create an independent nation and attribute 30 resources to it. To accompany chapter 3, the groups then create a history and mythology for their nation and draw murals depicting these. They must then trade with the other nations and become fully sufficient. The trading was done graphically, using colors for the murals. (L.E.)

. "Use current local problems and simulations." (J.M.)

OVEP/MDUSD MATERIALS TESTING PROGRAM
Man's Economic World

TEACHERS' EVALUATION

IV. Abilities required
    A. *Reading level:* 7 - 9

    B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables			X
maps			X
reading			X
analysis/synthesis			X
inductive processes			X
research		X	
projects		X	
discussion			X
small group work			X
hypothesizing			X
simulation			X
role-playing		X	

V. Goals and objectives

A. For students to see the interdependence of the world's people. "Cooperation is beneficial to all parties concerned in almost all interactions." (J.M.)

B. To see similarities among the functioning of the student in his local economy and of nation-states in complex international interactions.

C. To see the relationships among economic barriers, resources, scarcity and nationalism. (L.E.)

D. To see nationalism in a historical perspective and to hypothesize about what is needed now for a goal of peace. (L.E.)

TEACHERS' EVALUATION

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
written chart		X
written questions and comparisons		X
quizzes		X
group work		X
verbal responses		X

VII. Teacher recommendations

A. The material provided adequate teacher guidance and developed concepts clearly, but it did not hold student interest. Material is abstract and needs much supplementary material to reinforce each concept presented and to show relevancy and worth.

B. "Make use of student involvement exercises outside of the classroom. They are quite good, covering a range of student ability levels. There are some excellent attention-getters in the form of comparable homework assignments." (L.E.)

Man in Culture

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, self identity, change
Author	Center for the Study of Instruction (Concepts and Value Series)
Publisher	Harcourt, Brace, Jovanovich
Availability	Harcourt, Brace, Jovanovich Polk and Geary San Francisco, California 94109
Cost	Student book $1.59, Teacher's guide $1.95 (covers six titles in the series).
Teaching time	4 to 5 weeks
Level	7th to 9th grade
Activities	Readings, research, projects, role plays, discussion
Testing teachers	Don Bergamini, Myra Redick, and Ruby Wilhite, Riverview Intermediate, 7th and 8th grades. Linda Gregoriev, Clayton Valley High, 9th grade. Sharon Vogt, Carl von Rohr, El Dorado Intermediate, 7th and 8th grades.
Comments	This unit is from a very popular series of titles designed for use in 7th and 8th grade social studies. Each unit is keyed to a particular social science discipline. Man in Culture is, of course, based on anthropological concepts. Testing teachers felt very differently about the classroom use of this book. Some teachers were laudatory about some of the inquiry lessons, while others reported dismal failures on the same lessons. The most serious complaint about the book has been that "grabbers" are utilized without sufficient followup to really ensure student internalization of the main ideas. The books themselves are attractive and well worth the examining.
Recommendations	*Recommended unit:* 7th to 9th grade

George N. Larson
Staff, Materials Testing Program

June 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*

Don Bergamini, Myra Redick and Ruby Wilhite, Riverview Intermediate, 7th and 8th grades, 120 students, 5 weeks, April-May, 1973.

Linda Gregoriev, Clayton Valley High, 9th grade, 1 class, 4 weeks, March-April, 1973.

Sharon Vogt and Carl Von Rohr, El Dorado Intermediate, 7th and 8th grades, 35 students, 4 weeks, May-June, 1973.

B. *Portion taught:* All X Part____

C. *Focusing concept:* Cultures provide for their members the ways and means of satisfying human needs. Values.

D. *Subconcepts:* Cultures provide a means of passing the knowledge, values, tools, and useful behavior from one generation to the next. All cultures have belief systems that help explain the world and that provide people with values to guide their behavior.

II. Preparation

A. *Time required, suggestions:* 12 hours

B. *Supplementary materials needed:*

Films:

Geronimo Jones	CCC-EMS	#5335
Ishi In Two Worlds	"	#6579
African Girl, MaLob	"	#1107
Why Man Creates	"	#5649
Major Religions of the World	"	#5905
Africa Is My Home	"	#5596
And Now Miguel	"	#5912
Blue Dashiki	"	#6697
Melting Pot	"	#5525

Books:

Small World, class sets available in MDUSD
Ishi, class sets available in MDUSD
Constructing a Life Philosophy, available from DVEP
Values Clarification by Simon, Howe and Kirshenbaum
Values and Teaching by Raths, Harmin and Simon

Study Kits:

Minorities Have Made Our Country Great, available from MDUSD-IMC
History as Culture, available from MDUSD-IMC
Man: A Cross-Cultural Approach, available from MDUSD-IMC and DVEP

III. Motivation

A. Testing teachers felt the material was self-motivating.

B. Pictures in the text can be used as study pictures and are very useful in stimulating class discussion.

TEACHERS' EVALUATION

IV. Abilities required

A. *Reading level:* 6-9

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
maps		X	
inquiry			X
analysis			X
discussion			X
role-playing		X	
value clarification exercises		X	

V. Goals and objectives

A. "To have students develop empathy for the many subcultures that exist in the majority culture, and to have students be receptive when looking at the values of a member of the many subcultures in American society." (S.V.)

B. "To have minority group students feel a sense of pride in their heritages." (M.R.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
worksheets		X
class discussions		X
value clarification exercises		X
research		X
book reports		X

VII. Teacher recommendations

A. Testing teachers felt the materials held student interest, provided excellent teacher guidance, and developed concepts clearly.

TEACHERS' EVALUATION

B. "The teacher guide to this series is one of the best I have ever seen. It had many original ideas for regular classes as well as special activities for special students." (M.R.)

C. "Add case studies, short stories, etc. I would try to individualize some of the work for students who wished to go off in their own directions." (S.V.)

D. The films listed are excellent and in great demand. Order well in advance.

Man in His Environment

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence
Author(s)	Center for the Study of Instruction
Publisher	Harcourt, Brace, Jovanovich, Inc.
Availability	Harcourt, Brace, Jovanovich, Inc. Polk and Geary Streets San Francisco, California 94109
Cost	Student book $1.59; Teacher's guide $1.95 (Teacher's guide covers six titles in the series.)
Teaching Time	4 - 6 weeks
Level	7th / 9th grades
Activities	Readings, research, student projects, discussion
Testing Teachers	John Bedecarre, Oak Grove Intermediate, 7th and 8th grades
Comments	This is the ecology oriented book from the series Concepts and Values. The teacher's guide suggests many alternative assignments for students to pursue and it also suggests the way in which the teacher may lead the discussion. The book is divided into two conceptual halves. The first, 'Patterns of Habitat', shows how man's culture affects the way a people use their physical environment. The second, 'Patterns of Balance', demonstrates to the student the potential trade off between convenience and environmental control.
Recommendations	*Recommended for further testing:* 7th - 9th grades

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
John Bedecarre, Oak Grove Intermediate, 7th grade, 36 students, 4 weeks, March-April, 1973.

B. *Portion taught:* All X Part ____

C. *Focusing concept:* Individuals may affect other parts of their total environment when they modify their natural surroundings to meet their needs.

D. *Subconcepts:* Ecology, habitat, adaptation, technology, resources, environmental balance

II. Preparation

A. *Time required, suggestions:* average of 1/2 hour per lesson after initial over-view

B. *Supplementary material needed:*
Films, available from CCC-EMS:
The Ark
Magic Magic Machine
People by the Billions
Water Pollution
Metal Man
Film, rental from King Screens Productions:
Tragedy of the Commons
Media:
Earth Island
Game, available from DVEP:
Coca-Cola Ecology Game

III. Motivation

A. The material is motivating but also requires motivational activities by the teacher.

B. The photographs in the book stimulate inquiry and discussion.

C. Films

D. Timeliness of the ecology topic

E. Operation "flush"--Students tried to get the City of Concord to pass an ordinance requiring placement of bricks in toilet tanks to conserve water.

IV. Abilities required

A. *Reading level:* 6 - 8

TEACHERS' EVALUATION

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
maps		X	
reading			X
inquiry/hypothesizing			X
analysis			X
discussion			X
simulation		X	
inductive processes			X

V. Goals and objectives

A. Given a description of an area and the people who live there, the student will ask questions in order to identify what the land forms etc. require of the people and how the people's values have directed their use of the land.

B. Given a decision of the uses of resources and technology, the student will recognize the probable complexity of that decision and will inquire as to the positive and negative trade-offs for conveniences, environmental control and human values.

C. That the student will consider his own values involving conservation and consumer products.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
class discussion		X
tests		X
student projects		X

VII. Teacher recommendations

A. The material held student interest, provided adequate teacher guidance but did not always develop concepts clearly. The concept level was above the reading level.

B. Use supplementary materials to reinforce each concept.

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Authority
Author(s)	Bischoff, Clark, Daugherty, McKinnon, and Nevis
Publisher	Diablo Valley Education Project 50 Vashell Way, Suite 300 Orinda, California 94563
Availability	Contact DVEP (254-1055) or Lee Thompson (District Office).
Cost	Student Workbook, free; Teacher's Guide, free when used within the MDUSD. For use outside the MDUSD, contact the DVEP for availability and cost.
Teaching Time	Four weeks
Level	12th grade
Activities	Readings, simulation, role playing, debate
Testing Teachers	Jackie Woodruff and Marilyn Garvey, Clayton Valley High School
Comments	The teachers had taught this unit last year and had found it difficult to teach. It was easier the second time through, but they found a new focus was required to teach this unit: 1. The emphasis on the details of the workings of the draft, emphasized in the early part of the unit, no longer seemed as relevant to the students. 2. The national choice as to what shape our military defense posture should take became the important part of their classroom discussion.
Recommendations	Military Obligation and the Individual probably should not be used in its present entirety. If a teacher wanted to raise the question of a volunteer army, or of universal military training, then this unit book could be used effectively by omitting the opening sub-unit. A class set of materials on the amnesty issue prepared by the World Without War Council is available from the DVEP to supplement the units. *Recommended in part:* Part I "The Selective Service System and Conscription in the U. S." and Part II "Alternate Means of National Defense". Applicable pages for the Student Work Book are 1-28 and 1-16 for the Teacher's Guide.

George Larson
Staff, Materials Testing Program

12-72
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates*

Marilyn Garvey, Clayton Valley High School; grade 12, 105 students, 4 1/2 weeks
Jackie Woodruff, Clayton Valley High School; grade 12, 105 students, 4 1/2 weeks
December, 1972

B. *Portion taught:* All _________ Part X (omitted part III D. and skits)

C. *Focusing concept:* the nature and meaning of the obligation of an American to his country and himself in regard to military service.

D. *Subconcepts:*

(1) the nature and meaning of the obligation of an American to his country
(2) alternate individual responses to military obligation
(3) National Defense and policies to provide for it

II. Preparation

A. *Time required, suggestions:*

About an hour per night. Read student material to determine the best method of dividing assignments according to the reading ability of your class. Check for problems with vocabulary words.

B. *Supplementary materials needed:*

Teacher's Guide - required, see STAFF REPORT
lottery materials - see Teacher's Guide
Country, Conscience, and Conscription - Prentice-Hall, Inc.
skit materials - see Teacher's Guide and Student Work Book
filmstrip: Draft Debate, Guidance Associates

III. Motivation

"Grabbers" for this unit were the lottery exercise, (a class simulation of the National Draft Lottery), draft board simulation, films, and the recruiters' visit. Student interest is not automatic since the termination of the draft. The concept of alternative methods did not seem to be relevant to the students. They needed constant reminding that the draft or an alternate system would affect their lives.

IV. Abilities required

A. *Reading level:* 10th to 12th grade

B. *Skills*

Use of	None	Moderate	Heavy
readings		X	
graphs	X		
charts			X
tables		X	
maps	X		

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
inquiry			X
essay		X	
role playing		X	
discussion			X
analysis			X
simulation		X	

V. Goals and objectives

A. To provide students with an understanding of conscription in general, of the Selective Service system of the United States, of alternative responses to military service, and of alternative means for providing for the national defense.

B. To bring about a belief that citizens in a free society should explore the nature of their obligation to their country and the boundaries of governmental authority.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Devised
homework	X	
performance/class discussion		X
worksheets	X	
quizzes	X	
tests	X	X

VII. Teacher recommendations

A. Woodruff and Garvey would present unit again but only in part. Parts that are still applicable are the sections based on providing for the national defense. The teachers also call for an added section on amnesty which is not included in this unit.

B. Basically, this unit should be placed in the required 12th grade government course.

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, Values and Valuing Process
Author(s)	Barbara Stanford and Gene Stanford (New World Issues Series)
Publisher	Harcourt, Brace, Jovanovich, Inc.
Availability	Harcourt, Brace, Jovanovich, Inc. Polk and Geary San Francisco, California 94109
Cost	Student book $1.95; Teacher's guide free with order of 10 student books.
Teaching Time	up to 6 weeks
Level	12th grade
Activities	Readings with literature selections from throughout the world
Testing Teachers	Lars Ekdahl, Clayton Valley High, 11th grade. Darrell Leckliter, Mt. Diablo High, 12th grade. Laura Mori, Pine Hollow Intermediate, 7th and 8th grades. Susan Ott, Concord High, 11th and 12th grades.
Comments	Teachers used this book and its varied and cosmopolitan readings to focus on a cross-cultural approach to man. Most readings were successful in making students aware of the validity of the different ways other cultures view the life cycle. High student interest was maintained throughout. Selections consisted of a mixture of prose, poetry, songs and other expression. The teacher's guide was commended.
Recommendations	*Recommended Unit:* 9th and/or 12th grades

Pat Nyhan
Staff, Materials Testing Program

June, 1973
Date

Mix

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Lars Ekdahl, Clayton Valley High, 12th grade, 34 students, 4 weeks, May, 1973.
Darrell Leckliter, Mt. Diablo High, 12th grade, 2 classes of 35 students each, 6 weeks, November-December, 1972.
Laura Mori, Pine Hollow Intermediate, 7th and 8th grades, 30 students, 3 weeks, February-March, 1973.
Susan Ott, Concord High, 11th-12th grades, 120 students, 1 day, February, 1973.

B. *Portion taught:* All_____ Part_____ Readings are to be selected.

C. *Focusing concept:* Cross-cultural view of man

D. *Subconcepts:* Variety of cultures, customs, economic and other systems.

II. Preparation

A. *Time required, suggestions:* 2 hours per week

B. *Supplementary materials needed:*
Various materials would be helpful to accompany the different sections of the book.
Reading on pg. 84: Film "Automation" available from CCC-EMS
Unit 2: Slides on Japan. Tape of Zen chants and music, such A-V materials available on preview from Sheikh Publications, 5 Beekman St., N.Y., N.Y. 10038.
Last unit: Speakers on kibbutz life and hippie commune life.
Unit on Mexico: Mexican student as speaker.

III. Motivation

A. This book is self-motivating and does not require motivating activities by the teacher.

B. "The stories are good motivators since they are not terribly long." (L.M.)

C. Special "grabbers": book cover, layout, interesting selections.

D. "Students were so turned on that they often read unassigned selections on their own." (D.L.)

IV. Abilities required

A. *Reading level:* 9-12

B. *Skills*

Use of	None	Moderate	Heavy
discussion			X
role-playing			X

DVEP/MOUSD MATERIALS TESTING PROGRAM
Mix

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
panels and debate			X
inductive processes			X
inquiry/hypothesizing			X
reading			X

V. Goals and objectives
   A. "To present slices of different cultures arranged thematically." (D.L.)
      "To understand that people behave differently and to develop tolerance for these differences." (S.O.)

   B. "To analyze the factors that produce differences in cultures." (S.O.)

   C. "To make students aware that different customs fit other cultures' needs the way our customs do ours." (D.L.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
essay test		X
vocabulary quiz		X
questions	X	
analytical essay		X

VII. Teacher recommendations
   A. Material held student interest, provided adequate teacher guidance, and developed concepts clearly.

   B. "Many inter-related concepts in reading. This is good because you can use same materials for lots of different units--just focus in on one aspect. Also good for teaching what concepts are." (S.O.)

   C. "The vocabulary was challenging to 7th and 8th graders but I felt it not to be a hindrance." (L.M.)

   D. "Be selective. Use teacher's guide, which has excellent suggestions." (D.L.)

   E. A good supplement to use periodically with many units.

DVEP/MOUSD MATERIALS TESTING PROGRAM
6-20-73

Multinational Corporations

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, change
Author(s)	Dave King
Publisher	Center for War/Peace Studies
Availability	Diablo Valley Education Project 50 Vashell Way, Suite 300 Orinda, California 94563
Cost	Available on loan
Teaching Time	2 - 3 weeks
Level	12th grade
Activities	Readings, discussion, inquiry lessons from charts and graphs
Testing Teachers	Dick Bristow and Dick Fagerstrom, College Park High, 10 & 12 grades Grace Townley, Ygnacio Valley High, 12 grade
Comments	This unit is concerned with the rapid growth of corporations which have developed multi-national structures in an ever increasing world trade. What impact will these mammoth corporations have upon the world scene? Students and teachers felt the book raised timely questions, questions that had not been asked before in their curriculum. Teachers felt that there were several good "grabber" activity possibilities that would get the unit off to a good start. One, simply enough, was to poll the class to see how many students had parents who were working for a multinational corporation.
Recommendations	*Recommended unit:* 12th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Dick Bristow and Dick Fagerstrom, College Park High, 10 - 12 grades, 270 students, 3 weeks, May-June, 1973.
Grace Townley, Ygnacio Valley High, 12th grade, 38 students, 2 1/2 weeks, December, 1972.

B. *Portion taught:* All_____ Part_____
Bristow, Fagerstrom: pgs. 1-29
Townley: All

C. *Focusing concept:* The internationalization of the corporation and its effects.

D. *Subconcepts:* Foreign policy, nationalism, internationalism, capitalism, communism, third world, monopoly, conglomerate, economic imperialism, world government.

II. Preparation

A. *Time required, suggestions:* 8 - 10 hours

B. *Supplementary material needed:*
Current periodicals
Ads from Sunday New York Times or Christian Science Monitor
Speakers: students' fathers who work for a multinational corporation

III. Motivation

A. The testing teachers felt the material is self-motivating and does not require motivating activities by the teacher.

B. The ads pages 3-10, the graphs pages 18-25, and the statistical charts were "grabbers" and led to good discussion.

C. "The book is well organized and logically put together. Students are delighted with up-to-date material and good concrete facts." (G.T.)

IV. Abilities required

A. *Reading level:* 10 - 12 grades

B. *Skills*

Use of	None	Moderate	Heavy
charts			X
reading			X
graphs			X

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
tables		X	
analysis			X
maps		X	
discussion			X
inductive processes			X
hypothesizing			X

V. Goals and objectives

A. To understand the exponential growth of multinational corporations and their activity.

B. To explore the role of multinational corporations in the world -- how they affect foreign relations, national ideologies, and host nations' governments.

C. To realize the present impact and the possible future potential of multinational corporations and to relate that to the students' own futures.

D. To explore some of the major economic and political issues for Third World, East-West relations, the nation-state system, economic imperialism, and war and peace.

E. To provide provocative material. To encourage inquiry and the formation of hypotheses. To develop analytical skills.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
discussion questions	X	
tests		X

VII. Teacher recommendations

A. The materials held high student interest and developed concepts clearly. A teacher's guide has been made available since testing teachers used the material.

B. Students should have a good background in foreign policy and in the differences between industrialized and developing nations prior to the unit.

C. Good material for analytical skill development. Excellent material for international relations or economics course.

Concepts and Inquiry Series:
Nations in Action

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, Change
Author(s)	Educational Research Council
Publisher	Allyn & Bacon
Availability	Allyn & Bacon, Inc. Ralston Park Belmont, California
Cost	Student book $2.55; Teacher's guide $2.22
Teaching Time	8 - 12 weeks
Level	7th and 8th grades
Activities	Readings, inquiry lessons and activities, interviews, role-plays, debates
Testing Teachers	Suzette Ferguson, El Dorado Intermediate, 7th and 8th grades
Comments	This book appears to be an excellent unit from an excellent series, Concepts and Inquiry. There is a strong development of various concepts connected with World War I, the Depression, and World War II. The concepts are listed as "controlling ideas" in the student book. The book is a good base for an International Relations course, but it does need additional treatment to have students examine value questions associated with war. The teacher's guide contains many good suggested activities for students.
Recommendations	*Recommended for further testing*

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

Concepts and Inquiry Series:
Nations in Action

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Suzette Ferguson and Carl Von Rohr, El Dorado Intermediate, 7th and 8th grades, 22-30 students, a nine-week quarter, March-mid May, 1973.

B. *Portion taught:* All____ Part_X__
pgs. 63-153

C. *Focusing concept:* Recent world history and its trends or patterns

D. *Subconcepts:* Change is constant and rapid; war: causes, alternatives, prevention.

II. Preparation

A. *Time required, suggestions:* 20 hours

B. *Supplementary materials needed:*
state adopted text: Quest for Liberty
films: 6818 Man Called 'Duce'
5711 Marxism-The Theory that Split the World (difficult)
2013 Revolution
5042 World at War
5257 World War I
6476 World War II
6477 World War II
2867 Yanks are Coming
5403 Twisted Cross
5327 Nightmare in Red
6253 Verdun
value judgments assignments
"Four Countries" game from Tabba's 8th grade social studies guide

III. Motivation

A. The material was moderately self-motivating but also needed motivating activities by the teacher.

B. "The book is very clearly written with beautiful pictures and charts...teacher motivation is very important." (S.F.)

IV. Abilities required

A. *Reading Level:* 7th and up

TEACHERS' EVALUATION

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry-hypothesizing			X
discussion			X
value judgments			X
simulation			X
role-playing		X	
independent projects		X	
readings			X

V. Goals and objectives

"To understand that wars don't just happen but have historical causes.
To have students understand why World Wars I and II started.
To have the students make value judgments about wars.
To have the students consider alternatives to war.
To have the students think about the future and the possibility of war and its prevention." (S.F.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
value judgment assignments		X
research assignments		X
tests		X

VII. Teacher recommendations

A. This material held high student interest, provided adequate teacher guidance and developed concepts clearly.

TEACHERS' EVALUATION

B. Use as a supplement for the study of World Wars I and II.

C. "I feel that this book's weakness is in its attitudes and values. It treats international tensions and relations in a very dry and impersonal way, leaving out the personal element and values considerations." (S.F.)

D. "Needs to be supplemented with:
   . a look at war from a more human side--the suffering and great toll of life.
   . ideas on alternatives to war instead of its inevitability.
   . war prevention, more on the U. N., disarmament treaties, ideas of pacifists, etc." (S.F.)

OXFAM Case Studies of Developing Nations

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, change
Author(s)	OXFAM
Publisher	Houghton Mifflin
Availability	Houghton Mifflin 777 California Avenue Palo Alto, California
Cost	Six titles, $1.05 each No teacher's guide
Teaching Time	1 - 8 weeks
Level	7 - 8 grades
Activities	Readings, discussion
Testing Teachers	Aleta Dunn, Jennifer Kuenster & Brenda McNeely, Pine Hollow Intermediate, 7th and 8th grades. Katy Muus and Marj Powell, Loma Vista Intermediate, 7th grade.
Comments	This series has been developed by the Oxford Famine Relief Organization (OXFAM) to build awareness within the English child of the plight and the efforts for self-improvement of people from developing countries. Each title concentrates upon presenting individuals from the area who are dealing with and surmounting typical problems indigenous to their nation. With six separate titles, teachers can create different group projects and the possibility of reporting back to the entire class. The separate titles from the series are 1) Botswana (Bechuanaland): This Is a Hungry Year, 2) Ecuador: Learning by Radio, 3) East Pakistan: In the Wake of the Cyclone, 4) Korea: The Aftermath of War, 5) Nigeria: A Boy with Leprosy, and 6) Tibet: Refugees from the Roof of the World.
Recommendations	*Recommended units:* 7th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

OXFAM Case Studies of Developing Nations

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Aleta Dunn, Pine Hollow Intermediate, 7th and 8th grades, 2 classes of 35 and 42, 8 weeks, February-March, 1973.
Jennifer Kuenster, Pine Hollow Intermediate, 7th grade, 25 students, 2 weeks, January, 1973.
Katy Muus and Marj Powell, Loma Vista Intermediate, 7th grade, 120 students, 1 week, May, 1973.
Brenda McNeely, Pine Hollow Intermediate, 7th grade, 25 students, 2 weeks, January, 1973.

B. *Portion taught:* All_____ Part_____
Nations in the series are Korea, Nigeria, Botswana, Ecuador and East Pakistan.
Dunn: All; Kuenster: Korea; Muus/Powell: Botswana; McNeely: Nigeria, Korea.

C. *Focusing concept:* Developed, industrialized nations compared to developing, emerging nations.

D. *Subconcepts:* resources, factors of production, physical environment, hunger and disease, effects of war, culture/tradition, command/market economy, decision-making.

II. Preparation

A. *Time required, suggestions:* Take time to gather supplementary materials.

B. *Supplementary material needed:*
Maps
Current magazine and newspaper articles
Voices of Emerging Nations text
Materials from Economics Development Council

III. Motivation

A. Testing teachers found students very turned on by the subject matter. "The books are small, full of interesting pictures and easy to read. They focus on individuals within the nation, thereby giving the feeling of a human interest story." (J.K.)

B. Teachers used varying strategies.
Muus: Individualized and made up contracts for students to complete.
Dunn: Comparative approach with students doing a lot of reference work, concentrating on one nation, keeping charts, analyzing problems and possible solutions, making 'speeches', etc. OXFAM books used as a supplement.

IV. Abilities required

A. *Reading level:* 7-8

B. *Skills*

Use of	None	Moderate	Heavy
reading			X
discussion			X

B. *Skills (cont.)*

Use of	None	Moderate	Heavy
inductive processes			X
simulation		X	
role-playing		X	
charts			X
graphs		X	
tables			X
maps			X
making comparisons			X
reference work			X
compile-analyze data			X
reports-oral and written			X

V. Goals and objectives

A. To understand and compare developing nations and be aware of their special problems.

B. To reduce ethnocentrism.

C. To understand the interdependence of human beings.

D. To become aware of the wide gap in standards of living of industrialized and developing nations.

VI. Evaluation of student performance

Types	Unit provided	Teacher developed
student-created charts		X
take-home written test		X
small group and class discussion		X
map skills games		X
oral quiz		X

VII. Teacher recommendations

A. Material has no teacher's guide. Does hold student interest and develop concepts clearly.

B. "Don't expect the material to carry a unit. The OXFAM material worked well as a 'grabber;' in my comparative studies the students became interested in a developing nation through OXFAM and then went on to in-depth study." (A.D.)

C. Be aware that some editions are American and some British and that there are minor discrepancies.

People and Places,
Books II & III

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence
Author(s)	Case Studies in World Geography
Publisher	Rand McNally
Availability	Rand McNally & Co. 206 Sansome Street San Francisco, Calif.
Cost	Student Book $1.50 Teacher's Guide - free
Teaching Time	4 to 6 weeks per unit
Level	7th grade
Activities	Inquiry lessons, social science "skill" lessons (charts, tables, maps, etc.)
Testing Teachers	Don Bergamini, Rosemary Kowalski and Myra Redick of Riverview Intermediate
Comments	There are four volumes to People and Places. Each contains case studies from cultures throughout the world. Volume I contains cases drawn from sparcely populated groups, while Volume IV deals with the most densely populated peoples. The student materials are very low level and contain exercises which have high dependence on a student's interpretation of photos, maps and drawings, rather than dependence primarily upon the printed word. The message is "people around the world share the same needs; they fulfill those needs according to the environment in which they live." (DB, RK, MR)
Recommendations	(1) These units are useful for students with low reading abilities. (2) The units are useful also for geographical skill building. (3) The teacher does need to provide additional activities for classroom variety.

Recommended unit: Suggested placement 7th grade

George N. Larson
Staff, Materials Testing Program

May, 1973
Date

People and Places
Books II and III

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Don Bergamini, Riverview Intermediate, 7th grade, 90 students, 6 weeks, February-March, 1973.
Rosemary Kowalski, Riverview Intermediate, 7th grade, 90 students, 6 weeks, February-March, 1973.
Myra Redick, Riverview Intermediate, 7th and 8th grades, 40 students, 4 weeks, February-March, 1973.

B. *Portion taught:* All _____ Part __X__
Mr. Evers, U.S.A.; Mr. Fazenda, Brazil; Mr. Kizza, Uganda; Mr. Sao, Nigeria; Farm in Fife; Kibbutz in Israel; Motherland-U.S.S.R.; Chibuluma, Coppermine in Zambia.

C. *Focusing concept:* "People around the world share the same basic needs; they fulfill these needs according to the environment in which they live." (D.B., R.K., M.R.)

D. *Subconcepts:* "What we are is determined in part by our geography; such things as our economy, color, home, foods and customs are related to our geographical location and heritage." (D.B., R.K., M.R.)

II. Preparation

A. *Time required, suggestions:* 10 hours

B. *Supplementary materials needed:*
(1) Map Skills Booklet
(2) Films:
Cows of Dolo Ken Peye
Economic Geography
Appalachia
Color of Man
Brazil, I Love You
The Desert
Highlands and Uses
Homes Around the World
Children of Hawaii
Children of Switzerland
Mexican Village Life
Mooti, Boy of India
Arabian Children
Pygmies
Holland
Masai
Israel
Himalayas
Family Life Around the World
(3) Survival Game
(4) Marooned Game

III. Motivation

A. From each film, students were asked to chart information. Such categories as dress, food, home, tools, recreation. Focuses students' attention and thought.

B. The films "Pygmies" and "Masai" are especially good for comparison of life styles.

C. "Homes Around the World" is a good initial experience and gives a good frame of reference.

D. Material is self-motivating and does not require continual motivating activities by the teachers. Students were not handicapped by their low reading levels.

IV. Abilities required

A. *Reading Level:* 3 - 12

B. *Skills*

Use of	None	Moderate	Heavy
charts			X
graphs			X
tables			X
maps			X
discussion			X
comparison			X
analysis			X
reading		X	
simulation		X	
written reports			X
inductive process, judgment, drawing conclusions			X

V. Goals and objectives

A. To expose students to varied life styles, customs and beliefs.

B. To help students see differences and similarities among people and to investigate the causes.

C. To become less critical of others, developing respect for other people.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
written worksheets		X
map tests (pre and post)		X

Types	Unit Provided	Teacher Developed
performance/class discussion		X
written reports		X

VII. Teacher recommendations

A. The evaluating teachers would teach this material again, in part.

B. The teacher book is an answer book and not a help in preparing to teach. The pronunciation guide is no help.

C. Questioning should be oral.

D. Pre-test for map skills, and if necessary, do map work prior to initiating the unit.

E. The material was of very high interest to students and developed concepts, including geographical concepts, clearly. The teacher guidance is inadequate.

People of the World Series:
India; Kenya

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, change
Author(s)	Larry Cuban, series editor
Publisher	Scott Foresman
Availability	Scott Foresman and Co. 855 California Avenue Palo Alto, California 94304
Cost	Student book $1.47 Teacher's guide $1.50
Teaching Time	1 - 4 weeks
Level	7th - 9th grades
Activities	Readings, discussion, student projects
Testing Teachers	Linda Gregoriev and Barbara Stromberg, Clayton Valley High, 9th grade. Dorothy Naas, Pleasant Hill Intermediate, 7th grade.
Comments	This is an exciting series that is going to expand with several additional titles now in preparation. The student book is very straightforward and interesting and the teacher's guide appears to be a very useful resource because it poses a variety of approaches for the teacher to choose between. Each title follows the same chapter format, which is as follows: 1) The Setting 2) Workers 3) Family & Education 4) Religion 5) Government 6) Conflict 7) Close-ups of People
Recommendations	*Recommended Units:* 7th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

People of the World Series:
India; Kenya

DVEF/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Linda Gregoriev, Clayton Valley High, 9th grade, 34 students, 2 weeks, April-May, 1973.
Dorothy Naas, Pleasant Hill Intermediate, 7th grade, 60 students, 3 days, April, 1973.
Barbara Stromberg, Clayton Valley High, 9th grade, 64 students, 2 weeks, April-May, 1973.

B. *Portion taught:* All____ Part X
Gregoriev: Kenya, chapters 1-4.
Naas: India, pages 1-30.
Stromberg: India, chapters 3,4.

C. *Focusing concept:* Culture studies

D. *Subconcepts:* Diverse cultures have arisen in different places as people have attempted to meet their needs and solve their problems. The natural environment affects the culture of a people. Although cultural responses are diverse, there are similarities in basic human activities and aspirations.

II. Preparation

A. *Time required, suggestions:* The testing teachers varied. Approximately 20 minutes per lesson.

B. *Supplementary material needed:* Maps, especially large wall maps.
Speakers
National Geographic articles
Flim: *Dr. Leakey and the Dawn of Man,* CCC-EMS (for Kenya)
Chart of Hindu caste system
Diagram of Hindu gods

III. Motivation

Testing teachers found materials self-motivating. Excellent illustrations, interesting short reading selections, good activities suggested in teacher's guide, good discussion questions suggested in teacher's guide.

IV. Abilities required

A. *Reading level:* 8 - 9

B. *Skills*

Use of	None	Moderate	Heavy
maps			X
charts		X	
tables		X	

B. *Skills* (cont.)

Use of	None	Moderate	Heavy
graphs		X	
readings			X
inquiry/hypothesizing		X	
discussion			X
group work			X
analysis/comparison			X
role-playing		X	

V. Goals and objectives

- "To understand the complexities of another culture and respect their differences; appreciate their value systems." (B.S.)
- "For students to begin to see African countries as belonging in the 20th century. That Kenya is not 'backward'; not so far away and strange." (L.G.)

VI. Evaluation of student performance

Types	Unit provided	Teacher developed
questions	X	
discussion		X
tests		X
quizzes		X

VII. Teacher recommendations

A. Material held student interest and developed concepts clearly. There is a helpful teacher's guide for India; but as of this writing, a teacher's guide for Kenya has not yet been developed.

B. Review map skills and geographical locations first. Many students think Africa is all one big country.

C. "Very good, I would recommend this highly. Students were very interested in materials." (B.S.)

Simulating Social Conflict

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict
Author(s)	Sociological Resources for the Social Studies (SRSS)
Publisher	Allyn & Bacon
Availability	Allyn & Bacon Ralston Park Belmont, California 94002
Cost	Student book, packet of 10: $6.30 Teacher's guide: $1.02
Teaching Time	3 - 4 weeks
Level	11th - 12th grades
Activities	Readings, simulations, discussion
Testing Teachers	Neil Agron, Pleasant Hill High, 12th grade. Darrel Leckliter, Mt. Diablo High, 12th grade. Rita Zwerdling, Valley View Intermediate, 7th grade.

Comments

This SRSS unit comes in the usual black/white cover that by itself does not stimulate students. However, the unit does raise interesting questions about conflict and conflict resolution. One warning to teachers: you must prepare yourself for this unit because it does rely heavily on abstractions. There are three parts to the unit, the first two being simulations.

'Dilemma of the Tribes' introduces students to a two-person conflict situation which can be represented by a matrix. Each party to the dispute is mutually dependent on the other's decision with opportunities for the disputants to move to either cooperation or conflict.

The second simulation is 'Resource and Arms.' Students represent nations in a dilemma situation. The nations must decide on either producing military goods for defense or producing social goods for their people — a case of should it be "guns or butter"?

The last section gives a short theoretical descussion of conflict and methods of conflict resolution. Testing teachers have not commented on this section.

I believe that this unit is working in an area of the curriculum where few other materials are available. It deserves further testing by other teachers.

DVEP/MDUSD MATERIALS TESTING PROGRAM
Simulating Social Conflict

STAFF REPORT

Recommendations *Recommended for further testing*

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Neil Agron, Pleasant Hill High, 1 class, 30 students, 4 weeks, January, 1973.
Darrel Leckliter, Mt. Diablo High, 3 classes, 70 students, 4 weeks, February, 1973.
Rita Zwerdling, Valley View Intermediate, 7th grade, 120 students, 3-4 weeks, January, 1973.

B. *Portion taught:* All_X_ Part____

C. *Focusing concept:* Conflict

D. *Subconcepts:* Conflict in interpersonal, sociological, economic, national and international situations.

II. Preparation

A. *Time required, suggestions:* 5 - 6 hours

B. *Supplementary material needed:*
Films: The Hand, CCC-EMS; I Have a Dream, CCC-EMS.
Book: Hiroshima by John Hersey.
Exercise: Understanding the Concepts of System and Model, available from DVEP.

III. Motivation
The material is self-motivating and does not require continual motivating activities by the teacher.

IV. Abilities required

A. *Reading level:* 6 - 8

B. *Skills*

Use of	None	Moderate	Heavy
maps		X	
readings		X	
inquiry			X
discussion			X
role-playing		X	
simulation		X	
inductive processes			X
classification of ideas			X

TEACHERS' EVALUATION

V. Goals and objectives

A. "To understand the wide gamut of conflict, the numerous types that are a part of life." (R.Z.)

B. "To understand ways of dealing with conflict, potential solutions to problems." (R.Z.)

C. "To introduce students to simulation games as a means of gathering data." (R.Z.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
quiz		X

VII. Teacher recommendations

A. Materials held student interest, provided adequate teacher guidance, and developed concepts clearly.

B. "Materials must always be adapted by teacher to meet level and needs of students psychologically and in socio-economic range." (R.Z.)

Small Group Processes

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, change
Author(s)	Sociological Resources for the Social Studies (SRSS)
Publisher	Allyn & Bacon
Availability	Allyn & Bacon Ralston Park Belmont, California 94002
Cost	Student book, packet of ten: $5.91 Teacher's guide: $1.02
Teaching Time	2 - 3 weeks
Level	7th - 12th grades
Activities	Group exercises in social experiments, discussion.
Testing Teachers	Carol Noble, Mt. Diablo High, 11th and 12th grades. Rita Zwerdling, Valley View Intermediate, 7th grade.
Comments	Small Group Processes contains several group experiments which measure how group influences affect the behavior of the individual. Student materials consist of five pamphlets which must be handed out one at a time. The first experiment is most worthy of note. It is the famous Asch experiment where all members of a group, save one, deliberately give wrong answers to what obstensibly appears to be an experiment on perception. The class, which is observing this experiment, then notes the impact of the group's responses upon the single subject. The other three experiments carry on and extend this theme throughout the rest of the unit. Warning: Be prepared before you teach the unit. There is also a lot of student data-gathering.
Recommendations	*Recommended unit:* 12th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

Small Group Processes

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Carol Noble, Mt. Diablo High, 11th and 12th grades, 30 students, 2 1/2 weeks, February, 1973.
Rita Zwerdling, Valley View Intermediate, 7th grade, 120 students, 2 weeks, February, 1973.

B. *Portion taught:* All X Part____

C. *Focusing concept:* The individual's behavior in groups.

D. *Subconcepts:* Individuals change when pressures and groups are changed. Groups demand different behavior and people change to meet the demands.

II. Preparation

A. *Time required, suggestions:* 15 - 30 minutes per class period.

B. *Supplementary material needed:*
None.
May need to duplicate some of the material.

III. Motivation

A. Material was self-motivating and did not require continual motivating activities by the teacher.

B. "The classroom experiments were enjoyed. Nothing extra was needed." (C.N.)

IV. Abilities required

A. *Reading level:* Senior high school

B. *Skills*

Use of	None	Moderate	Heavy
tables		X	
inquiry/hypothesizing			X
discussion			X

V. Goals and objectives
For students to become aware of the effects of group dynamics on the individual.

TEACHERS' EVALUATION

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
class discussion		X
worksheets	X	
essay		X

VII. Teacher recommendations

A. Materials held student interest, provided excellent teacher guidance, and developed concepts clearly.

B. "The teacher booklet was excellent; very clear, complete and detailed." (C.N.)

C. Concepts were not complicated. Used in psychology course.

Social Change: The Case of Rural China

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Change
Author	David Grossman, Sociological Resources for the Social Studies
Publisher	Allyn and Bacon, Inc.
Availability	Allyn and Bacon, Inc. Ralston Park Belmont, California 94002
Cost	Student book, $6.30/ten; teacher's guide, $1.02
Teaching time	three weeks to two months, depending on how used.
Level	7 - 12
Activities	Readings for discussion, role-playing, maps, charts, tables
Testing teachers	Linda Gregoriev and Barbara Stromberg at Clayton Valley High; Jennifer Kuenster at Pine Hollow Intermediate; Jim Kroll at Pacifica High
Comments	While the stated goal of this unit is to teach about social change, the teacher must constantly focus on this, or the students will see the unit only as a study of China per se. Considerable outside resources are needed to perk up an otherwise dull-appearing format, though the continuous story line of the book and current China crazes are factors in its favor for 7th - 9th graders. The book contains stories told as if by Chinese peasants following the Chinese Revolution, and includes a play and other potential role-playing exercises portraying conflict situations at the village level.
Recommendations	(1) Use motivators such as media, short readings, Chinatown trips, speakers. (2) Provide historical and cultural background before beginning unit. (3) Guide students to an understanding of the concept of social change.

Recommended: 12th grade

Pat Nyhan
Staff, Materials Testing Program

May, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Linda Gregoriev, Clayton Valley High, 9th grade, 70 students, 4 weeks, February, 1973.
Jim Kroll, Pacifica High, 12th grade, 50 students, 4 weeks, March, 1973.
Jennifer Kuenster, Pine Hollow Intermediate, 7th grade, 25 students, 2 months, February, 1973.
Barbara Stromberg, Clayton Valley High, 9th grade, 70 students, 4 weeks, February, 1973.

B. *Portion taught:* All____ Part____
The teachers varied, some teaching all and some teaching various parts.

C. *Focusing concept:* Social change in an established society.

D. *Subconcepts:* China's particular struggle with change, in the roles of family members and in institutions. Force as a change-making factor. Cultural borrowing as a change-making factor. Planned and unplanned change. Resistance and rebellion as possible reactions to change.

II. Preparation

A. *Time required, suggestions:* "20-30 minutes per day." (B.S., L.G.)

B. *Supplementary materials needed:*
films: Misunderstanding China, UC Berkeley Extension rental
The Sixties, CCC-EMS
filmstrips: China in Crisis, MDUSD IMC
China Perspectives, MDUSD IMC (for background information)
reading: 100$ American
The Nacirema, MDUSD IMC
speaker: Committee of Concerned Asian Scholars, Stanford University
transparencies: available from DVEP
current articles: "Junior Scholastic Magazine"
field trip: to Chinatown and Brundage Collection. Chinatown guide is Mr. W. C. Li, listed in MDUSD field trip guide, and is excellent.

III. Motivation

A. "Material itself was not self-motivating. Teacher must stimulate interest and 'sell' the material to students." (B.S.)

B. "Books not attractive; readings too long for use in one class period." (L.G.)

C. "Once students got into the readings, they enjoyed them, but the teacher really must provide the initial motivation." (B.S.)

D. "The students feel open to information on China since it has become so recently available. The field trip was a great motivation." (J.K.)

TEACHERS' EVALUATION

IV. Abilities required

A. *Reading level:* 7 - 9 grade

B. *Skills*

Use of	None	Moderate	Heavy
readings			X
graphs		X	
charts		X	
tables		X	
maps		X	
inquiry			X
discussion			X
analysis			X
role-playing		X	
inductive process		X	

V. Goals and objectives

A. "To help students make more objective, detached observations and evaluation of social change so that they can more easily transfer and apply the concept to change taking place closer to home." (L.G.)

B. To help students form their own values by comparing values in other cultures.

C. To help students see that planned change is usually more acceptable than unplanned change.

D. To help students "be willing to wrestle with a controversial problem." (L.G.)

E. To help students see "that the more change necessary, the more time needed to accept that change." (L.G.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
written worksheets to insure reading of the material		X
performance/class discussion		X
charts (from p. 7)	X	
group activities (p. 61)	X	

TEACHERS' EVALUATION

VII. Teacher recommendations
   A. The evaluating teachers said they would teach this unit again.
   B. "I would use this book as a part of a unit on China--rather than use it to teach specifically about social change." (J.K.)
   C. "First, I would introduce the material with a general background study of China under the traditional monarchy system, the Civil War of the 30's and the rise of Communism. Second, students should be familiar with the tremendous significance of tradition in Chinese society." (B.S.)
   D. "Would use supplemental material and use contemporary issues such as women's liberation, volunteer army, etc." (L.G.)
   E. Use materials in a variety of ways and with additional materials.
   F. Keep the unit within a 3-4 week time period.

Taking a Stand

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict
Author(s)	- - - -
Publisher	American Education Publications Education Center Columbus, Ohio 43216
Availability	
Cost	40¢ student unit book, teachers' guide, Cases and Controversy, free upon request of publisher
Teaching time	1 - 2 weeks
Level	12th grade
Activities	Readings, discussions, writing exercises
Testing teachers	Don Guenther and Dolores Hegemann, Pacifica High School
Comments	This unit book attempts to establish a method and atmosphere of class discussion whereby: (a) Students listen with sensitivity to one another and (b) The issues involved in a discussion are agreed upon by the class. The booklet contains two cases which are the content for the discussion skill building. The first, based on "Billy Budd", is of high interest to students. However, the second case, "John Brown's Raid on Harper Ferry" does not engender the same class enthusiasm.
Recommendations	(1) Use the Billy Budd case, page 9 - 16, omit the John Brown case and use a case of your choice for the second content sample. (example: Andersonville Trial) (2) Instead of introducing 5 discussion skills (see page 18), focus only on sensitivity and issue clarification.

Recommended in part: See details above. Suggested placement is the beginning of the 12th grade government course.

George N. Larson
Staff, Materials Testing Program

May, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Don Guenther, Pacifica High School, 12th grade, 80 students, 1 1/2 weeks, January, 1973.
Dolores Hegemann, Pacifica High School, 12th grade, 80 students, 1 1/2 weeks, January, 1973.

B. *Portion taught:* All ______ Part X pages 9-21, 29-33.

C. *Focusing concept:* Techniques for good class discussions

D. *Subconcepts:*
(1) Clarifying and understanding issues
(2) Sensitivity to others in a discussion
(3) Purposes of discussion
(4) Strategies of proof
(5) Moving discussions along and avoiding roadblocks

II. Preparation

A. *Time required, suggestions:* 10 hours

B. *Supplementary materials needed:* Video tape of Andersonville trial was used as a substitute for John Brown's Raid.

III. Motivation

A. The material was self-motivating, "however, it was necessary to bring in various other techniques, such as a fish bowl group situation, small group discussion, and writing exercises to keep interest at high level." (D.H., D.G.)

B. "Reading and discussion of Billy Budd got the students' immediate interest. Discussion questions on page 16 were very good for getting things started." (D.H., D.G.)

IV. Abilities required

A. *Reading level:* 9th grade

B. *Skills*

Use of	None	Moderate	Heavy
inquiry & hypothesizing		X	
charts		X	
written work		X	
discussion			X

Taking a Stand

TEACHERS' EVALUATION

V. Goals and objectives
  A. "To have students learn to really listen to one another." (D.H., D.G.)
  B. To have students become sensitive to others.
  C. To have students develop respect fpr opinions different from their own.
  D. To have students recognize the main ideas in their reading.
  E. To have students become more aware of moral values in public affairs issues.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
discussion		X
inductive processes		X
written evaluations		X
oral evaluations		X

VII. Teacher recommendations
  A. Hegemann and Guenther would teach parts of this material again, spending four or five days on it.
  B. "Bring in readings of current interest and visual aids." (D.H., D.G.)
  C. "When student interest lags, cut off discussion." (D.H., D.G.)
  D. "Choose sections of interest to individual classes." (D.H., D.G.)
  E. "Good supplement to any course that involves class discussion." (D.H., D.G.)

Voices for Justice

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, Power/Authority
Authors	Charles N. Quigley and Richard P. Longaker
Publisher	Ginn and Co.
Availability	Ginn and Co. 2550 Hanover Palo Alto, California 94304
Cost	Student book, $1.71; teacher's guide, $2.10
Teaching time	Four weeks or less
Level	8 - 12
Activities	Chiefly role-playing. Also, inquiry-oriented discussion and hypothesizing using research, charts.
Testing teacher	Howard Yank of Alhambra High, Martinez Unified School District
Comments	This unit, prepared by the "Law in a Free Society Project," uses landmark case studies to examine the complexities of the decision-making process, and includes a variety of possible approaches to conflict situations. Though the reading level is about eighth grade, the book holds twelfth graders' interest well, if used selectively. Each case can be taught separately. Though the cases lend themselves well to role-playing, "supplemental information for each unit is needed to facilitate a more meaningful role-playing exercise." (HY)
Recommendations	(1) Choose the cases that might be of current interest to students. (2) Convert some sections to research projects because supplemental information is needed.

Recommended for further testing in 1973-74

Pat Nyhan
Staff, Materials Testing Program

May 23, 1973
Date

Voices for Justice

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances
   A. *Testing teachers and dates:*
      Howard Yank, Alhambra High (Martinez Unified School District), 12th grade, 30 students, one week per section, March-April, 1973.

   B. *Portion taught:* All_____ Part_X__ Pages 1-12, 23-34, 59-67.

   C. *Focusing concept:* Role-playing in democratic procedures

   D. *Subconcepts:* Complexities of the decision-making process; variety of possible approaches to conflict situations.

II. Preparation
   A. *Time required, suggestions:* 1/2 hour per section

   B. *Supplementary materials needed:* Supplemental information for each unit is needed to facilitate a more meaningful role-playing exercise." (H.Y.)

III. Motivation
   A. "Students were most interested in the contemporary issues, as in 'Storm King Mountain' (Case 3) but felt 'Ferrell v. Dallas Independent School District' (Case 1) was a little out-dated." (H.Y.)

   B. The material was self-motivating and did not require continual motivating activities by the teacher.

IV. Abilities required
   A. *Reading level:* 8th grade

   B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs	X		
tables	X		
maps	X		
inquiry			X
hypothesizing			X
discussion			X
role-playing			X
research		X	

DVEP/MDUSD MATERIALS TESTING PROGRAM
Voices for Justice

TEACHERS' EVALUATION

V. Goals and objectives
   - A. "To better acquaint students with the complexities of the decision-making process." (H.Y.)
   - B. To seek a higher level of participation by students in group activities and discussions.
   - C. To help students explore various approaches to conflict situations.
   - D. "To widen students' appreciation for the rights, wants and values of others." (H.Y.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
teacher evaluation of role-playing presentations		X

VII. Teacher recommendations
   - A. The evaluating teacher felt that the material had a high level of student interest, provided adequate teacher guidance, and developed concepts clearly, if some times too simply.
   - B. He would use the material in parts again, possibly converting some of the sections to research projects because supplemental information is needed.

Justice in Urban America:
Youth and the Law

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Authority and Power, Institutions
Author(s)	Justice in Urban America
Publisher	Houghton Mifflin
Availability	Houghton Mifflin 777 California Avenue Palo Alto, California
Cost	Student book $1.20; teacher's guide $1.35
Teaching Time	4 weeks
Level	7th - 8th grades
Activities	Readings, films, media, discussions, mock trials, case studies.
Testing Teachers	Aleta Dunn, Pine Hollow Intermediate Carolyn Paxton, Concord High Myra Redick, Riverview Intermediate
Comments	This material is of very high interest to students of intermediate school age. The booklet is easy to read (about 6th grade level), but it does not appear to be condescending. There is a balance between sections which are informational and other sections which contain short dramatic vignettes. The testing teachers found some positive attitude shifts were discernable in their classes after the unit was finished. The teachers did suggest creating a "surround" of activities for this unit such as mock trials, speakers, field trips to courts, etc.
Recommendations	*Recommended Unit:* 7th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

Justice in Urban America:
Youth and the Law

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Aleta Dunn, Pine Hollow Intermediate, 7th and 8th grades, 82 students, incorporated into a full quarter course on 'Teenager and the Law,' March-May, 1973.
Carolyn Paxton, Concord High, 12th grade, 60 students, 3 days, April, 1973.
Myra Redick, Riverview Intermediate, 7th and 8th grades, 40 students, five weeks, November-December, 1972.

B. *Portion taught:* All _____ Part _____
Aleta Dunn and Myra Redick: All
Carolyn Paxton: Part

C. *Focusing concept:* Power and Authority

D. *Subconcepts:* Rights and responsibilities, roles, conflict and conflict resolution, decision-making.

II. Preparation

A. *Time required, suggestions:* Half hour preparation before each class. Make this a "special" unit by organizing many supplementary activities, court trials, trips to court, speakers, etc.

B. *Supplementary materials needed:*
Teenager and the Law
The Exploited Generation
The Alienated Generation (fs)
You and the Law (fs)
Police and the Community (film)
Ira, You'll Get in Trouble (film)
Animal Peace, Animal War (film)
Scope (magazine)
Read (magazine)
Jr. Scholastic (magazine)
That Was Then, This Is Now-by Hinton
Case studies
You, the Police and Justice
daily newspaper
Justice under the Law (film)
Ox Bow Incident (film)
The Bill of Rights
posters: "What Laws Are Being Broken?"
filmstrip series Youth and the Law
drug series of filmstrips
social problems filmstrip kit

III. Motivation

A. The material is self-motivating and does not require continual motivating activities by the teacher.

B. Grabbers: case studies, newspaper articles, game "Sweat It Man, You're a Delinquent," field trip to court, speakers: policeman or highway patrolman, juvenile officer, lawyer, films and filmstrips.

TEACHERS' EVALUATION

IV. Abilities required

A. *Reading level:* 6 - 8 grade

B. *Skills*

Use of	None	Moderate	Heavy
discussion			X
role-playing			X
simulation		X	
charts		X	
maps	X		
graphs			X
tables			X
problem-solving			X
inquiry		X	

V. Goals and objectives

A. "To explain the problems and responsibilities of youth." (C.P.)

B. "Give young adolescents better understanding of law in the American society, and particularly as it relates to them." (A.D.)

C. "The opportunity to practice within my class the democratic process." (A.D.)

D. "To apprise students of their rights and familiarize them with the law as protector as well as punisher." (M.R.)

E. To help students evaluate "the role of young people in the family and community." (M.R.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
verbal quiz "What would you do if..."		X
written quiz		X
film critiques		X
written take-home test		X

TEACHERS' EVALUATION

VII. Teacher recommendations

A. The evaluating teachers would use this material again. It held high student interest, providnd adequate teacher guidance and developed concepts clearly.

B. "Excellent materials. Perhaps the best result was the change of attitude of students toward Social Studies." (A.D.)

C. "For intermediate school, use school problems to trap interest. After discussing school/community problems, then can expand to material at national and international levels that relate to the concepts stressed." (A.D.)

D. Build on the unit "for more depth and to develop other concepts that tend to help kids understand how government works--and how to work for the things they want within the system." (A.D.)

*Games

*GAMES

Cooperation Squares

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict
Authors	National Training Lab
Publisher	Not available commercially
Availability	Diablo Valley Education Project 50 Vashell Way, Suite 300 Orinda, California 94563
Cost	Free; teachers must construct their own pieces for the game (simple cardboard cutouts).
Teaching time	one day
Level	7th - 12th grades
Activities	Simulation
Testing teachers	Helen Hansen, Pacifica High, 10th - 12th grades; Katy Muus and Marge Powell, Loma Vista Intermediate, 7th grade; Ken Stierna, Oak Grove Intermediate, 7th and 8th grades
Comments	This is a simple simulation exercise which demonstrates the role communication plays in group problem solving. Each group is composed of five students who are not allowed to talk to one another. It is possible for one of the students in the group to solve his own problem but thereby block other members of his group from solving theirs. It is very necessary for the class to debrief after the simulation to have the class reach a full understanding of what the game is about.
Recommendations	*Recommended simulation: 7th - 9th grades*

George N. Larson
Staff, Materials Testing Program

June 1973
Date

OVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Helen Hansen; Pacifica High; 10th, 11th and 12th grades, 15 students; 1 class period; November, 1972.
Katy Muus and Marj Powell, Loma Vista Intermediate, 7th grade, 4 classes, 1 class period, December, 1972.
Ken Stierna, Oak Grove Intermediate, 7th and 8th grades, 2 classes @ 57 students, 1 class period, November, 1972.

B. *Portion taught:* All_X_ Part____

C. *Focusing concept:* cooperation

II. Preparation

A. *Time required, suggestions:* 1 - 2 hours, if the squares need to be cut. Need to study the instructions.

B. *Supplementary materials needed:* Learning Discussion Skills Through Games by Stanford, published by Citation Press.

III. Motivation
The game is self-motivating.

IV. Abilities required

A. *Reading level:* None

B. *Skills*

Use of	None	Moderate	Heavy
simulation			X
role-playing		X	
discussion			X
inductive processes			X

V. Goals and objectives

A. Introduction of concept of cooperation

B. Discussion skills

VI. Evaluation of student performance
Class discussion, completed squares, following directions.

TEACHERS' EVALUATION

VII. Teacher recommendations

A. Teachers felt the material holds high student interest, provides adequate teacher guidance and develops concepts clearly.

B. Very helpful to observe game being demonstrated first.

C. Follow up with role playing.

D. "The teacher should stay with the game, encouraging students, some of whom can become too frustrated, thus ruining the game for others." (H.H.)

E. "Make sets in different colors so they won't become mixed." (K.M., M.P.)

Culture Contact

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence, conflict, change
Author	---
Publisher	ABT Associates
Availability	Games Central ABT Associates, Inc. 55 Wheeler Street Cambridge, Massachusetts 02138
Cost	$30.00
Teaching time	Approximately two weeks
Level	7th to 12th grade
Activities	Simulation, role playing
Testing teachers	Roy Aaland, Pleasant Hill High, 11th grade; Linda Gregoriev, Clayton Valley High, 9th grade
Comments	This simulation presents a dilemma situation of an "advanced" technological society meeting a more "primitive" culture which is located on a remote island. The scenario presents many opportunities for cultural misunderstandings such as through trade, language difficulties, etc. The objective is that through this conflict process, students will acquire a strong sense of cultural relativism.
Recommendations	The testing teachers felt that their students became very absorbed in the game once they got into it. They did warn that a teacher must have a good feel for the strategy of the game; otherwise, the game could easily break down. *Recommended game: 9th grade*

George N. Larson
Staff, Materials Testing Program

June 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Roy Aaland, Pleasant Hill High, 11th and 12th grades, about 60 students, 3 days, April, 1973.
Linda Gregoriev, Clayton Valley High, 9th grade, 60 students, 5 days, February, 1973.

B. *Portion taught:* All X Part ____

C. *Focusing concept:* cultural differences, ethnocentrism

D. *Subconcepts:* cultural change, conflict, interaction of cultures

II. Preparation

A. *Time required, suggestions:* 4 - 10 hours

B. *Supplementary material needed:* None

III. Motivation

A. The material is self-motivating, if students have had some previous practice with role-playing.

B. Visual aids

IV. Abilities required

A. *Reading level:* 7th - 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
maps		X	
role-playing			X
simulation			X
discussion		X	

V. Goals and objectives

A. "To introduce the basic anthropological concepts of cultural relativism and potential for misunderstanding in any culture contact situation." (R.A.)

TEACHERS' EVALUATION

B. For students "to accept and learn to live with opposing cultures; to use this experience as a basis for discussing why people behave toward other cultures the way they do." (L.G.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
discussion		X
student written evaluation		X

VII. Teacher recommendations

A. The material held high student interest, provided adequate teacher guidance and developed concepts clearly.

B. The teachers would use the material again, being sure students feel familiar with role-playing before beginning the game.

C. Be very familiar with the game yourself.

D. "Be sure students take plenty of time to learn their roles and the roles of their team members." (L.G.)

The Game of Ethics

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Values and valuing porcess
Author(s)	Unknown
Publisher	Unknown
Availability	Diablo Valley Education Project 50 Vashell Way, Suite 300 Orinda, California 94563
Cost	Available on loan (Teachers may reproduce materials.)
Teaching Time	Several days
Level	9 - 12
Activities	Simulation: students deferred their choices in a dilemma situation.
Testing Teachers	Jim Adams, Ygnacio Valley High, grades 9 and 10. Katy Muus and Marj Powell, Loma Vista Intermediate, 7th grade.
Comments	This simulation game is composed of a set of hard ethical choice situations where the student must decide on a course of action. Then he must defend the choice before his peers. "Ethics is a game that could change the way a person sees himself and the world around him." There are 21 dilemmas that come with the game; teachers could be selective about these or add more scenarios if they wished.
Recommendations	*Recommended game:* 9th - 12th grades.

George H. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Jim Adams, Ygnacio Valley High School, grades 9 and 10, 34 students, 2 days, April 1973.
Katy Muus and Marj Powell, Loma Vista Intermediate, 7th grade, 4 classes, spring 1973.

B. *Portion taught:* All_X_ Part____

C. *Focusing concept:* Ethics, values, and the valuing process

D. ***Subconcepts:*** decision-making

II. Preparation

A. *Time required, suggestions:* one hour

B. *Supplementary materials needed:* None

III. Motivation

A. The material was self-motivating and did not require motivation from the teacher.

B. "Use of the simulation game 'A Question of Values' a week before. Opened up the problem of making ethical decisions." (J.A.)

IV. Abilities required

A. *Reading level:* 8th and up

B. *Skills*

Use of	None	Moderate	Heavy
Inquiry			
developing a rationale			X
choosing among alternatives			X
defending a point of view			X
criticizing a point of view			X
Simulation			X
Written Work			X

V. Goals and objectives

A. "Students must choose a course of action and defend it on ethical grounds." (J.A.)

B. For students to "develop a broader concept of ethics." (J.A.)

C. "Willingness of students to explore their concepts of right and wrong, to commit themselves to a course of action, and to accept criticism of their choices." (J.A.)

TEACHERS' EVALUATION

VI. Evaluation of student performance

Types	Unit Provided	Teacher Provided
written assignment and self-evaluation based on the results of the game		X

VII. Teacher recommendations

A. "Be sure that instructions are clear. Put them on the board. Go through the first round with the class. Caution: there is a certain amount of dead time while Advocates are thinking through their decisions." (J.A.)

B. Material holds high student interest, provides adequate teacher guidance and develops concepts clearly.

C. The evaluating teacher would teach all of it again, trying to keep the game moving through the dead time period.

Ghetto

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Power and authority, conflict, self identity
Author	Dove Toll
Publisher	Academic Games Associates
Availability	On loan from District office. Can be purchased from: Academic Games Associates Western Publishing Company School and Library Department 850 Third Avenue New York, New York 10022
Cost	$20.00
Teaching time	3 to 5 days
Level	9th grade
Activities	Role playing
Testing teachers	John Millar and Ron Remington, Pacifica High, 9th grade
Comments	Each player in Ghetto is a poor person in a poor neighborhood trying to improve his life situation. The obvious attempt of this simulation is to have students develop empathy for individuals actually caught up in a ghetto. Some of the urban components built into the game are slum schools, rewards and risks of illegal activities, and family responsibilities. Testing teachers reported that students did not explore one possibility inherent in the game, and that is an operation bootstrap to improve the neighborhood which would benefit all game participants. Another problem is that the game is basically designed for 10 roles, and the teacher is forced with making a device for doubling up on roles or running two or three games simultaneously. Very high student interest has been reported by testing teachers.
Recommendations	*Recommended game:* 9th to 12th grade

George N. Larson
Staff, Materials Testing Program

June 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances
   A. *Testing teachers and dates:*
      John Millar and Ron Remington, Pacifica High, 9th grade, 20 students, 3 days, November, 1972.

   B. *Portion taught:* All X Part ____

   C. *Focusing concept:* Aspects of life in an urban ghetto

   D. *Subconcepts:* Poverty and the resulting pressures and tolls on human life

II. Preparation
   A. *Time required, suggestions:* Approximately 1 hour

   B. *Supplementary material needed:* None

III. Motivation
   A. Self-motivating

   B. Competition

IV. Abilities required
   A. *Reading level:* 9 - 12

   B. *Skills*

Use of	None	Moderate	Heavy
role-playing			X
simulation			X
discussion			X

V. Goals and objectives
To give the student a vicarious experience of some of the pressures of life in the underprivileged areas of the inner city. Economic and family responsibilities, slum schools, rewards and risks of illegal activities and the interaction between the individual and his neighborhood.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
daily participation		X
role-playing		X

TEACHERS' EVALUATION

VII. Teacher recommendations

A. Held high student interest, provided adequate teacher guidance and developed concepts clearly.

B. Teachers would use this material again, possibly adding more options to make it more interesting and truer to life.

C. "Be sure rules are clear to students. One trial run worked great." (J.M., R.R.)

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence
Author(s)	- - - -
Publisher	Security Pacific National Bank
Availability	Contact: Diablo Valley Education Project or Lee Thompson (MDUSD office)
Cost	Not available commercially
Teaching time	Two weeks
Level	12th grade
Activities	Simulation, role playing
Testing teachers	Jeff McCreary, 7th and 8th grades, Pine Hollow Intermediate Grace Townley, 12th grade, Ygnacio Valley High School
Comments	This simulation is an elaborate one which attempts to bring students to the realization of the interrelationships and interdependence of the American economy. There does seem to be some trouble with student use of the banking sector, so this calls for extra teacher attention. Both teachers note high student interest in this game.
Recommendations	The game appears to be applicable to a wide age range. One testing teacher used it successfully with an adult group. The active participation of the students might make this simulation a preferable way of presenting the concept of the American economic system. *Recommended simulation:* Preferable placements are 12th grade economic courses and government courses.

George N. Larson
Staff, Materials Testing Program

May, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Jeff McCreary, Pine Hollow Intermediate, grades 7th and 8th, full class, one week, January-February, 1973.
Grace Townley, Ygnacio Valley High, 12th, three classes: 95 students, about two weeks, January-February, 1973.

B. *Portion taught:* All __X__ Part _____

C. *Focusing concept:* The ways in which various sectors of the economy function and relate to each other and the basic principles underlying the economy, supply and demand, for instance.

D. *Subconcepts:*
(1) The purpose of the economic system is to satisfy human wants.
(2) Profits are made by selling finished products at a price higher than the cost of production.
(3) Everyone is a member of a household; raw materials and labor go into manufacturing a product; banks are sometimes needed for borrowing and saving money; retailers buy finished manufactured products and sell to households.

II. Preparation

A. *Time required, suggestions:* Approximately two hours

B. *Supplementary materials needed:* None

III. Motivation

A. Students enjoyed playing the important roles in the economy
B. The time limits on buying and selling and bargaining
C. The materials themselves: the bell which is used to keep the game going, the money, and the government interference cards entitled Special Event cards.
D. The special technique of having the government compete with sectors which were having problems.
E. At times, the teacher actively participating, for example: purchasing labor or forming a retail store to simulate foreign competition.

IV. Abilities required

A. *Reading level:* 7th - 12th grade

Skills

Use of	None	Moderate	Heavy
readings		X	
charts		X	

TEACHERS' EVALUATION

Use of	None	Moderate	Heavy
graphs		X	
tables		X	
maps	X		
inquiry		X	
essay	X		
role playing		X	
discussion		X	
analysis		X	
simulation			X

Note: Students need to be able to anticipate which decisions others are going to make.

V. Goals and objectives

A. To simulate a marketplace and the general flow of goods and services in the U. S.

B. To demonstrate how various sectors of the economy relate to each other and to underscore the role of the banking community.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
performance/class discussion		X

Notes: Discussion disclosed that students did not understand the banking sector. The bankers needed help. There was much excitement and high student interest. At first, however, students felt insecure since the game is rather difficult to start (particularly at the intermediate level).

VII. Teacher recommendations

A. McCreary and Townley would present the game again, but they suggest modifying the banker role. Either assign only the "top" students as banker or assign more than one person and perhaps a secretary to each bank position.

B. Students should be guided to see the potential of borrowed money so they

TEACHERS' EVALUATION

won't be reluctant to borrow.

C. Plan a full day for introduction and strong guidance at the start, but don't try to explain all the aspects of the game at first.

Railroad Game

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, Authority and Power
Author(s)	- - - -
Publisher	American Education Publications Education Center Columbus, Ohio 43216
Availability	The simulation Railroad Game is available within the A.E.P. booklet The Railroad Era.
Cost	$ .40 per student copy. Teachers' guide, Cases and Controversy, available upon request from A.E.P.
Teaching time	2 - 3 days
Level	8th grade and 11th grade
Activities	Simulation only
Testing teacher	Jeff McCreary, Pine Hollow Intermediate
Comments	This simulation is found on pages 21-22 of the Railroad Era booklet. To play the game and run off the needed forms, you not only need this booklet but also the Cases and Controversy guide. This is one of the few simulations where the teacher has to play a major role in the simulation. The teacher plays the role of the Mine Owner, using monopoly power upon the students who are organized into four railroad teams.
Recommendations	(1) Teachers should use the simulation only if they are willing to play an active, participatory role. (2) Recommended primarily for the 8th grade U. S. History Class but also applicable for the 11th grade as well. Does a good job of showing why the trusts emerged in the last half of the 19th century and also demonstrates the danger of the existence of monopoly power without regulation.

Recommended simulation: 8th grade U. S. History

George N. Larson
Staff, Materials Testing Program

April, 1973
Date

Railroad Game

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teacher and date:*
Jeffrey M. McCreary, Pine Hollow Intermediate, grades 7th and 8th, class size or less, played the game twice in succession in 4 days, February, 1973.

B. *Portion taught:* All X Part

C. *Focusing concept:* Using cooperation to deal with the power of a monopoly.

D. *Subconcepts:*
(1) Analysis of the function of government regarding control of monopoly.
(2) "An effective way to deal with power is to counter it with an equal force." (J.M.M.)

II. Preparation

A. *Time required, suggestions:* 1/2 hour

B. *Supplementary materials needed:* score sheets, bid sheets, instructions. Available at DVEP.

III. Motivation

A. Teacher should personally challenge the class.

B. Students can be led to make secret deals.

C. The game is self-motivating and needs little activity by the teacher.

IV. Abilities required

A. *Reading level:* 6th grade

B. *Skills*

Use of	None	Moderate	Heavy
hypothesizing			X
simulation			X
role playing		X	
charts			X
tables			X

TEACHER'S EVALUATION

Use of	None	Moderate	Heavy
inquiry		X	
discussion		X	
analysis		X	

Note: "Students were continually guessing what the mine owner and the other railroads were doing." (J.M.M.)

V. Goals and objectives

A. "To learn to deal with power (a monopoly)." (J.M.M.)

B. "To cooperate with others (peer groups, i.e. other railroads)." (J.M.M.)

C. To change the way students think and feel about power and cooperation.

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
performance/class discussion		X

Note: Most students enjoyed the activity,..."although very few really understood even at the end how to deal effectively with a monopoly or with each other." (J.M.M.)

VII. Teacher recommendations

McCreary would use this game again and would make no modifications. He followed it with the simulation "Cooperation" and the game "Cooperation Squares".

The teacher should "get involved, help railroads organize, check score sheets often, and keep all railroads in business to the very end." (J.M.M.)

The Road Game

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, interdependence
Author(s)	Barbara Ellis Long
Publisher	Herder & Herder Co. (out of print)
Availability	Diablo Valley Education Project 50 Vashell Way, Suite 300 Orinda, California 94563
Cost	Free
Teaching Time	3 - 4 days
Level	7th - 12th grades
Activities	Simulation (containing a judicial procedure)
Testing Teachers	Dave Ellick, Concord High, 12th grade. Marilyn Garvey and Jackie Woodruff, Clayton Valley High, 12th grade. Ron Remington, Pacifica High, 9th grade.
Comments	The Road Game is an excellent and involving simulation. The first phase of the game creates an imaginary 4-nation world which has only one goal, that of building roads. The students have the choice (though this is not explicitly stated) to develop the game into patterns of cooperation or into patterns of suspicion and hostility. The teacher, once instructions have been given, does not act as an arbitrator of disputes. The second phase uses the device of the jury system as a mechanism of conflict resolution while the final part is the discussion of the game by the students.
Recommendations	*Recommended game:* 7th - 12th grades

George H. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Dave Ellick, Concord High, 12th grade, 30 students, 2 class periods, May, 1973.
Ron Remington, Pacifica High, 9th grade, 25 students, 1 class period, November, 1972.
Marilyn Garvey and Jackie Woodruff, Clayton Valley High, 9th -12th grades, 20 students, 2 days, November, 1972.

B. *Portion taught:* All_X_ Part____

C. *Focusing concept:* international conflict

D. *Subconcepts:* Leadership, group cooperation, misperception. Stresses of time and uncertainty of conditions on decision-makers at the national level when in conflict situations.

II. Preparation

A. *Time required, suggestions:* 1/2 to 1 hour

B. *Supplementary material needed:*
4 different colors of paint (tempera)
4 paint brushes
4 colored sections of construction paper, taped together
Border of construction or butcher paper
Chalk and chalkboard

III. Motivation
The game is self-motivating.
Students like the opportunity to paint, the opportunity for leadership and negotiation and the competition.

IV. Abilities required

A. *Reading level:* 8th grade

B. *Skills*

Use of	None	Moderate	Heavy
cooperating and working in a group			X
ability to read simple self-created maps			X
discussion			X
interpreting instructions			X
analysis			X

TEACHERS' EVALUATION

V. Goals and objectives

- To observe and experience group conflict.
- To understand and resolve conflict.
- To introduce unit on conflict.
- "To experience the pressures and alternatives national decision-makers must face when forced to make decisions on somewhat uncertain conditions and with added pressures of time and conflict." (D.E.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
discussion		X

VII. Teacher recommendations

A. High student interest, adequate teacher guidance, clear development of concepts.

B. Advise students to wear casual clothes.

C. Try to see a demonstration before trying it for the first time.

Starpower (Powderhorn)

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, power and authority.
Author(s)	- - - -
Publisher	Simile II
Availability	Simile II P. O. Box 1023 La Jolla, California 92037 Available on loan from both MDUSD office and DVEP.
Cost	$12.50
Teaching Time	3 - 5 class periods
Level	Powderhorn 7 - 8; Starpower 9 - 12.
Activities	Simulation
Testing Teachers	Roy Aaland, Pleasant Hill High, 9th grade. Carol Gray, Loma Vista Intermediate, 7th and 8th grades. Dewitt Glasgow, Irvington High (Fremont District), 10th grade. Ernie Spencer, Clayton Valley High, 12th grade. Howard Yank, Alhambra High (Martinez District), 9th and 12th grade
Comments	This is the classic simulation game. It puts students into a three-tiered society where the rich "get" and the poor "don't". The rich receive the power to make rules and then the poor have to make a decision as to what they will do. Powderhorn is the junior version of Starpower and simplifies the wealth counting procedure. The de-briefing is a vital part of the procedure; students need to talk out and act out feelings engendered by this game. If you have played this game before, DVEP has worked out a new wrinkle for the playing of it which is called "Starpower II".
Recommendations	*Recommended game:* Powderhorn 7th and 8th; Starpower 9th - 12th.

George H. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM
6-19-73

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Roy Aaland, Pleasant Hill High, 9th grade, 34 students, 2 days, October, 1972.
Carol Gray, Loma Vista Intermediate, 7th and 8th grades, 50 students, 2 days, May, 1973.
Dewitt Glasgow, Irvington High (Fremont), 10th grade, 90 students, 4 days, April, 1973.
Ernie Spencer, Clayton Valley High, 12th grade, 36 students, 3 days, March, 1973.
Howard Yank, Alhambra High (Martinez), 9th - 12th grades, 3 classes, 1 period, March, 1973.

B. *Portion taught:* All X Part____

C. *Focusing concept:* Power and authority

D. *Subconcepts:* social classes' struggles, social pressure toward revolution, frustration and helplessness of 'have-not' people.

II. Preparation

A. *Time required, suggestions:* 1 - 2 hours

B. *Supplementary material needed:*
Use available materials. Make symbols and chips as explained in do-it-yourself instructions accompanying the Director's instructions booklet.

III. Motivation
High student interest. Game is self-motivating.

IV. Abilities required

A. *Reading level:* None required

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
readings	X		
maps	X		
discussion			X
role-playing			X
simulation			X
inductive processes			X
inquiry/hypothesizing			X

TEACHERS' EVALUATION

V. Goals and objectives

- "To give students a better idea of the dynamic of class divisions in any society. To understand why people gain power and what they sometimes do with it. To understand the psychology of a revolutionary in an oppressive situation." (H.Y.)
- "I was primarily interested in having students feel the utter helplessness, frustration and rage and personal reactions to such experiences that Starpower brings out." (D.G.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
discussion		X

VII. Teacher recommendations

A. The game holds high student interest, provides adequate teacher guidance and develops concepts clearly.

B. "I found that distribution of symbols and chips, a trading session, posting of scores and a bonus session will eat up easily a 45-minute period. I ran the game for 3 consecutive days and spent the 4th day in debriefing." (D.G.)

C. Don't let students know you are 'stacking' the chips. Don't let students sit during trading periods. (H.Y.)

D. Don't ask high school students to hold hands while trading. They simply won't do it and will stand pat rather than trade. (D.G.)

** multi-media

**MULTI-MEDIA

[illegible]

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, Change
Author(s)	World Law Fund
Publisher	Doubleday and Co. New York, New York
Availability	Diablo Valley Education Project 50 Vashell Way, Suite 300 Orinda, California 94563
Cost	Available on loan basis
Teaching Time	1 - 2 days
Level	12th grade
Activities	Filmstrip and class discussion
Testing Teachers	Ruth Davis, Ygnacio Valley High, E. H. students Jack Kennett, Clayton Valley High, 11th grade
Comments	This filmstrip and record set deals primarily with the nuclear deterrence theory that the United States has relied upon since the late 50's. The strip raises questions about the validity of that theory and traces its impact upon American decision-makers, both civilian and military.
Recommendations	The filmstrip does a good job of presenting the theory but teachers should be forewarned that there is some visual monotony about frame after frame of missiles and missile diagrams. Testing teachers suggest breaking the filmstrip up with discussions, even if this means using the media for two days. This media is a very useful supplement to contemporary International Relations units such as the DVEP's Conflict Spiral. *Recommended Media:* 12th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

The Age of [illegible]

UVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Ruth Davis, Ygnacio Valley High, secondary, 16 Educationally Handicapped students, 5 class periods, December, 1972.
Jack Kennett, Clayton Valley High, 11th grade, 33 students, 1 class period, December, 1972.

B. *Portion taught:* All__X__ Part_____

C. *Focusing concept:* Conflict

D. *Subconcepts:* International conflict in the modern nuclear age.

II. Preparation

A. *Time required, suggestions:* 1 - 2 hours. Time to preview the filmstrip, analyze information and take notes on appropriate questions to pose.

B. *Supplementary materials needed:*
AEP booklet, The Limits of War
simulation game, A Question of Values

III. Motivation

The filmstrip and record themselves provide the motivation. The material is self-motivating, inherently interesting.

IV. Abilities required

A. *Reading level:* Not applicable

B. *Skills*

Use of	None	Moderate	Heavy
charts		X	
graphs		X	
tables		X	
maps		X	
inquiry/hypothesizing			X
discussion			X
written follow-up			X

TEACHERS' EVALUATION

V. Goals and objectives
   - A. Recognition of destructive capacity and growth of nuclear weapons, results of their use and importance of controls. (J.K.)
   - B. "To inform the students of the magnitude of the force available for use--and by whom." (R.D.)
   - C. "To enable students to explain why the control of weapons and finding alternatives to their use is more important now than ever before." (J.K.)
   - D. For students to be more aware of what their government is doing and to encourage them to read the newspaper and keep informed on current events. (R.D.)

VI. Evaluation of student performance
Jack Kennett posed the essay question: "Why is control of these weapons so much more important than weapon control systems of the past?"

VII. Teacher recommendations
   - A. The evaluating teachers felt the material held high student interest, provided adequate teacher guidance and developed concepts clearly.
   - B. "Preview prior to use." (J.K.)
   - C. "Formulate questions of your own carefully after previewing and wait for kids to respond." (J.K.)
   - D. "Be careful not to use as a scare tactic." (J.K.)

Earth Island

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence
Author(s)	C. Richard Hatch Associates, Inc.
Publisher	Simon and Schuster, Inc. 630 Fifth Avenue New York, New York 10020
Availability	MDUSD-IMC (1 kit) Diablo Valley Education Project (1 kit) 50 Vashell Way, Suite 300 Orinda, California 94563
Cost	Filmstrips and records $75.00; single copy student book $1.25: single copy teacher's manual $2.50.
Teaching Time	2 - 4 weeks
Level	7th grade
Activities	Filmstrips, many possible student activities.
Testing Teachers	Sheila Abdallah, Riverview Intermediate, 6th grade. Katy Muus, Marj Powell and Barbara Williams, Loma Vista Intermediate, 7th grade.
Comments	Earth Island contains not only several filmstrips and records but also a student book that contains many exercises and suggested activities for students to perform. The filmstrips appear to be of uneven quality, some of which are perhaps too juvenile for 7th graders. Testing teachers suggest being selective in use of the strips rather than using all of them. Some teachers individualized this material and felt in this way motivation for Earth Island was maintained. The media kit did attempt to show the difficulty of making ecological decisions consistent with some of the 'necessities' to which we have become accustomed. In this sense, it is not polemic as some of the other ecology materials now being sold are.
Recommendations	*Recommended media:* 7th grade

George N. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Sheila Abdallah, Riverview Intermediate, 6th grade, 20 students, 4 weeks, November, 1972.
Katy Muus, Loma Vista Intermediate, 7th grade, 68 students, 2 weeks, December, 1972.
Marj Powell, Loma Vista Intermediate, 7th grade, 30 students, 2 weeks, December, 1972.
Barbara Williams, Loma Vista Intermediate, 7th grade, 30 students, 3 weeks, March, 1973.

B. *Portion taught:* All____ Part____
Sheila Abdallah: Parts I and 3; pgs. 1-29, 37-40.
Katy Muus: All (on individualized contracts)
Marj Powell: Part
Barbara Williams: All

C. *Focusing concept:* Interdependence

D. *Subconcepts:* "Strive for ecological balance; awareness of inter-relatedness of environment, population, technology, and way of life; change can be harmful; there are ways to help." (B.W.)

II. Preparation

A. *Time required, suggestions:* Varied greatly among the teachers.

B. *Supplementary material needed:* Need to ditto forms and materials from booklet so as not to use the booklets.
AEP elementary pamphlets on ecology
Board games Smog and Dirty Water, available from MDUSD secondary consultant
films available from CCC-EMS: This is Our Land, Sierra Club films.
Elementary Science Study Bookelts: Small Things, Pond Water Changes, available through MDUSD science advisors.

III. Motivation

A. The material needs motivational work from the teacher. Needs to be made more activity-oriented.

B. Cartoons, filmstrip, "Balance" simulation game are good.

C. Field trips to near-by streams and ponds.

IV. Abilities required

A. *Reading level:* 5-6

TEACHERS' EVALUATION

B. *Skills*

Use of	None	Moderate	Heavy
readings		X	
charts			X
graphs		X	
inquiry/hypothesizing		X	
maps	X		
discussion			X
role-playing		X	
collecting, compiling, & interpreting data			X
inductive processes			X
simulation		X	

V. Goals and objectives

- "To make students aware that we must develop a life style that will maintain an ecological balance and that balance can be a standard for decision-making.
- Awareness of parts of ecosystem
- Awareness of man's control over environment
- Awareness of basic needs of people
- Changing environment can harm us and our planet
- Ways to make environment better
- Relate the classroom to the world
- Present framework for synthesizing data from a variety of disciplines." (B.W.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
student		X
observation		X

TEACHERS' EVALUATION

Types	Unit Provided	Teacher Developed
student notebooks		X
quizzes		X
discussion		X

VII. Teacher recommendations

A. The evaluating teachers would teach parts of this material again. Would suggest using this as part of an environment unit.

B. "I would connect this unit even more closely with the field of science, develop activity cards to supplement the work booklets and increase opportunities for student involvement in relevant ecology projects." (S.A.)

C. High interest level for students to whom study of ecology was new. For students who had studied it in lower grades or other classes, interest was low.

Hiroshima Decision

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Values and Valuing Process, Authority and Power
Author(s)	- - - -
Publisher	Zenger Productions, Inc.
Availability	Social Studies Schools Services 10,000 Culver Blvd. Culver City, California 90230 Also Available at DVEP office 50 Vashell Way, Suite 300 Orinda, California 254-1055
Cost	order # ZP 114R $17.50. one filmstrip and one record.
Teaching Time	2 days
Level	7th - 12th grade.
Activities	filmstrip, discussions.
Testing Teachers	Suzette Ferguson and Carl Von Rohr (student teacher), El Dorado Intermediate, 7th and 8th grades.
Comments	This 25-minute filmstrip presents the controversy as to whether the U. S. should have dropped atomic bombs on both Hiroshima and Nagasaki. It offers several viable alternatives concerning the use of the bomb and the possible consequences of each action. The study kit appears to be unbiased and open-ended and leaves the controversy open for student discussion.
Recommendations	*Recommended media:* 8th and 11th grades

George N. Larson
Staff, Materials Testing Program

May, 1973
Date

Hiroshima Decision

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Suzette Ferguson and Carl Von Rohr, El Dorado Intermediate, 7th and 8th grades, 30 students, one class period, March, 1973.

B. *Portion taught:* All X Part ____

C. *Focusing concept:* Should the U. S. have dropped the atom bomb?

D. *Subconcepts:*

II. Preparation

A. *Time required, suggestions:* one hour to view materials and plan strategies

B. *Supplementary materials needed:* None

III. Motivation

A. The material was self-motivating.

B. "The filmstrip was interesting and provocative but somewhat too long and drawn out. The parts during the second half where many opinions were quoted as to whether or not the bomb should have been dropped were too dry." (S.F.)

IV. Abilities required

A. *Reading level:* 7th and up

B. *Skills*

Use of	None	Moderate	Heavy
Using facts to make value judgments			X
Hypothesizing			X
Discussion			X

V. Goals and objectives

A. To guide students to question and think critically about the action of dropping the atom bomb.

B. To guide students to think of alternatives.

TEACHERS' EVALUATION

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
performance/ class discussion		X

VII. Teacher recommendations

A. The evaluating teachers would use this material again. "This study kit makes an excellent one-period activity, showing the filmstrip and discussing it." (S.F.)

B. "Don't show this filmstrip without planning for an ample discussion period of time. It raises some important questions that should be developed and discussed." (S.F.)

Man: A Cross-Cultural Approach

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Interdependence
Author(s)	Herbert and Judith Klinger
Publisher	Educational Resources, Inc. Subsidiary of Educational Design, Inc. P. O. Box 103 South Orange, New Jersey 07079
Availability	MDUSD-IMC
Cost	Total package $163.00. All parts are available separately.
Teaching Time	Varied up to 12 weeks.
Level	6th - 10th grades
Activities	Viewing, discussion, written expression
Testing Teachers	Myra Redick, Riverview Intermediate, 7th and 8th grades. Rita Zwerdling, Valley View Intermediate, 7th grade.

Comments

This kit consists of 8 filmstrips (2 parts each) and 8 records. Titles are 1) People, 2) Cultures, 3) Housing, 4) Transportation, 5) Work, 6) Leisure, 7) Religion, and 8) Education. These high quality filmstrips can serve as the basic resource for a unit on the universal needs of man and how they are met in different cultures or as supplementary materials. Either way, print materials on the same themes are needed to make these filmstrips successful. Such materials were not clearly identified in the current testing effort.

The first two filmstrips introduce man's physical and emotional needs and as such make an excellent case for universality of man's basic needs. Others on work, religion, technology etc. are better as supplementary resources.

Suggestions:
1) Use the introductory filmstrips People and Cultures to establish the point that man has universal needs which can be met in various ways and that no one way of meeting these needs is necessarily better than any other.
2) Use the other filmstrips in the series to highlight specific studies of how man meets these needs.
3) MDUSD-IMC should obtain extra teaching guides and package the filmstrips in groups of two each with its own guide so that wider use can be made of the filmstrip kit.

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Man: A Cross-Cultural Approach

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Recommendations

To realize the full potential of these filmstrips, they should be tried again by 7th, 8th and 9th grade teachers with a specific goal of finding appropriate print material with which they could be used.

Recommended for further testing.

Robert E. Freeman
Staff, Materials Testing Program

June, 1973
Date

Man: A Cross-Cultural Approach

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Myra Redick, Riverview Intermediate, 7th and 8th grades, 40 students, one month, March-April, 1973.
Rita Zwerdling, Valley View Intermediate, 7th grade, 120 students, 12 weeks, February-March, 1973.

B. *Portion taught:* All X Part____

C. *Focusing concept:* An integrated world view of the physical and emotional needs which men throughout the world have in common.

D. *Subconcepts:* The ways in which people satisfy these needs vary from one culture to another. Way of life of the developing nations.
Man is affected by his environment.

II. Preparation

A. *Time required, suggestions:* 1-2 hours weekly

B. *Supplementary material needed:* Can be used to supplement Harcourt Brace Jovanovich books Man in Culture and/or Man's Attitudes. Needs printed material to accompany it or these booklets can be used to supplement the filmstrips.

III. Motivation

A. The material was self-motivating.

B. "The photography in the filmstrips is outstanding; varied pictures placed in excellent sequence in order to develop a point. The accompanying narration is equally well done." (R.Z.)

IV. Abilities required

A. *Reading level:* 6-10

B. *Skills*

Use of	None	Moderate	Heavy
inquiry			X
discussion			X
inductive processes			X
written vocabulary work			X
comparison and analysis			X

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Man: A Cross-Cultural Approach

TEACHERS' EVALUATION

V. Goals and objectives

A. To teach students that man's needs are everywhere the same. How he meets these needs reveals interesting differences in adaptation to environment.

B. "Importance of making children in a homogeneous suburb aware of the fact that 2/3 of the world is non-white." (R.Z.)

D. "Emphasis on values of every culture having merit; things may be different but not inferior." (R.Z.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
test		X
written vocabulary work	X	

VII. Teacher recommendations

A. Material does hold student interest, provide adequate teacher guidance and develop concepts clearly.

B. "The entire kit could use an over-all series of readings directly related to each topic using the exact vocabulary and countries cited in the filmstrips. Nevertheless, the kit fits in very well with the new 7th grade text, Voices of Emerging Nations." (R.Z.)

C. The kit should be broken up, making each filmstrip available separately with its accompanying teacher's guide. The separate filmstrips could then be interspersed throughout a semester or year of teaching.

Values in Action

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Values and Valuing Process, Conflict, Power and Authority
Author(s)	Shaftel and Shaftel
Publisher	Holt, Rinehart & Winston, Inc.
Availability	Holt, Rinehart & Winston, Inc. Crocker Industrial Park Brisbane, California Also available from MDUSD-IMC.
Cost	Kit $99.00 (which includes filmstrips $6.00 each and Teacher's Guide $1.02)
Teaching Time	Two weeks (if done in one block of time, which is not recommended)
Level	7th grade
Activities	filmstrips, role-playing, debriefings
Testing Teachers	Carol Gray, Loma Vista Intermediate, 7th grade.
Comments	This filmstrip kit provides open-ended dilemma situations for students to either discuss or to role-play and then discuss. The teacher's guide gives particular support to the role-playing process. The testing teacher indicated that the dilemmas were very appropriate for 7th grade students. The rationale for this approach to value clarification is that by role-playing, several alternative behaviors become identified with the possible consequences following. This allows students to test behaviors and values in a relatively safe psychological climate.
Recommendations	*Recommended for further testing:* 7th grade

George H. Larson
Staff, Materials Testing Program

June, 1973
Date

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Carol Gray, Loma Vista intermediate, 7th grade, 60 students, one day per week for approximately 8 weeks, February, 1973.

B. *Portion taught:* All X Part____

C. *Focusing concept:* Values, related to conflict situations

D. *Subconcepts:* loyalty, honesty, respect for people, property.

II. Preparation

A. *Time required, suggestions:* About one hour before introducing the unit. 15-30 minutes before each lesson thereafter.

B. *Supplementary material needed:*
CCC-EMS film #6712 "The Clubhouse Boat"

III. Motivation

A. Material is self-motivating and does not require continual motivating activities by the teacher.

B. "The teacher's manual suggests questions to present and discuss before each filmstrip situation is presented. These worked well in getting students interested and involved." (C.G.)

C. "The open-ended filmstrips were at times frustrating for the students, but this allowed them to discuss behavior which might result that was not the 'school' ending or the expected proper behavior." (C.G.)

IV. Abilities required

A. *Reading level:* None

B. *Skills*

Use of	None	Moderate	Heavy
inquiry/hypothesizing			X
discussion			X
role-playing			X
written work		X	

TEACHERS' EVALUATION

V. Goals and objectives

A. "The development of positive social values through the examination of alternative ways of behaving in specific social situations.

B. Opportunity to explore various short-term consequences resulting from behavior chosen.

C. To encourage the students to develop specific values and use these in determining their own bheavior." (C.G.)

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
teacher observation		X
discussion		X
participation in role-playing		X
written work		X

VII. Teacher recommendations

A. Material held high student interest, provided adequate teacher guidance, and developed concepts clearly.

B. Introduce role-playing before beginning the filmstrips.

C. Use material over a fairly long period of time rather than all at once.

D. Could use the filmstrips in conjunction with written case studies which involve decision-making and conflicting values.